

## **ARLINGTON PUBLIC SCHOOLS**

*In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:*

***Arlington School Committee  
School Committee Regular Meeting  
Thursday, January 22, 2015  
6:30 PM***

*Arlington High School  
School Committee Room, 6th Floor  
869 Massachusetts Avenue  
Arlington, MA 02476*

### **OPEN MEETING**

*6:30 B. Hayner, Chair*

*6:35 Ottoson Middle School Acapella*

*6:45 Rep. Sean Garballey*

- Discussion on two legislative bills*

### **PUBLIC PARTICIPATION**

*7:00 Open for Public Participation*

**7:10 Athletic Department Update, M. Dlugolecki**

**7:20 AHS Program of Studies 2015-2016**

**7:30 School Calendar 2015-2016, Second Reading and Vote by School Committee**

### **MONTHLY FINANCIAL REPORT**

*7:45 December 23, 2014 Reports D. Johnson*

### **SUPERINTENDENT'S REPORT**

*7:55 K. Bodie*

### **CONSENT AGENDA**

*8:20*

*\*All items listed with an asterisk (\*) are considered to be routine and will be enacted by one motion. There will be no separate discussion on these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:*

*\*Approval of Warrant: # 15091, Dated January 8, 2015, Total Warrant Amount \$459,747.74*

*\*Approval of Minutes: Regular School Committee Meeting, December 18, 2014 and January 8, 2015*

*\*Approval of Trip for AHS Student Class Officers Community trip to Mass Association of Student Council Annual Conference, Hyannis, MA March 11-13, 2015*

### **SUBCOMMITTEE / LIAISON REPORTS / ANNOUNCEMENTS**

8:15

*Policies & Procedures, J. Pierce*

*Budget, C. Starks*

*Community Relations, P. Schlichtman*

*Curriculum, Instruction & Assessment & Accountability, K. Allison-Ampe*

*Facilities, J. Thielman*

*Special Study Group on Superintendent's Evaluation, B. Hayner*

*Chair, B. Hayner*

*Announcements*

*Joint Subcommittee with the Human Rights Commission Committee*

### **EXECUTIVE SESSION**

8:35

*To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an open meeting may have a detrimental effect.*

*To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting may have a detrimental effect, Collective bargaining may also be conducted.*

### **ADJOURNMENT**

9:00

### **CORRESPONDENCE RECIEVED**

*Warrant 1/8/15 # 15091*

*Monthly Reports as of December 23, 2014*

*Commissioner's Update 1/16/2015*

*AEF, Technology and Our Schools, email from L. Jordahl dated 1/19/2015*

*Traditional School Calendar 2015-2016 dated 1/22/2015*

*Superintendent's Newsletter, December 2014*

*AHS Program of Studies 1/21/2015*

*Enrollment data Jan 1 2015*

*Commissioner report Jan 2015*

*Budget & Revenue Task Force Meeting Save the Date Feb 2, 2015*

*Co-Sponsor of Racism Panel Discussion SC and Diversity Committee email.*

*email regarding Proposed change of start before Labor Day*

*EDCO Collaborative Update 1/15/2015*

*The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.*

*Stated times and time amounts (listed in parenthesis) are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.*

*Submitted by Bill Hayner, Chair*



## Town of Arlington, Massachusetts

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**6:30 B. Hayner, Chair**

**Summary:**

6:35 Ottoson Middle School Acapella

6:45 Rep. Sean Garballey

- Discussion on two legislative bills

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Recommendations	MASC Resolutions / Bills for Rep Garballey
<input type="checkbox"/> Reference Material	Summary of Act Concerning Unfunded mandates
<input type="checkbox"/> Reference Material	Summary of Act of Concern unfunded education mandates
<input type="checkbox"/> Reference Material	Fingerprint
<input type="checkbox"/> Reference Material	An Act relating to National Fingerprinting for School Employees

## *AN ACT CONCERNING UNFUFUNDED EDUCATION MANDATES*

*SECTION 1. Add to the end of section 37 of chapter 71 of the General Laws the following:*

*Notwithstanding the foregoing or any general or special law or regulation to the contrary, it shall be the policy of the General Court to impose a moratorium on all new mandated education programs, requirements or expenses, including but not limited to, new testing requirements that negatively impact the time available for classroom instruction from the effective date of this act for a period of eighteen months or until December 31, 2016, whichever is later.*

*SECTION 2. There shall be an educational mandate task force to review existing state mandates placed on public schools and districts in the Commonwealth. The task force shall consist of 11 members: the house and senate chairs of the joint committee on education, or their designees, who shall serve as the co-chairs of the task force; a member of the general court appointed by the senate minority leader; a member of the general court appointed by the house minority leader; the commissioner of elementary and secondary education, or a designee; and 6 persons to be appointed by the secretary of education, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Association of School Superintendents, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Association of School Committees, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Association of School Business Officials, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Secondary School Administrators' Association, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Elementary School Principals' Association, and 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Administrators of Special Education.*

*The task force shall: (i) identify and review the state laws, regulations, and administrative directives that prescribe requirements for school districts, including those that require school districts to prepare and submit reports and data to the department of elementary and secondary education (ii) develop recommendations to streamline, consolidate, or eliminate such mandates or reporting requirements that are not fully funded.*

*The first meeting of the task force shall take place within 60 days of the effective date of this act. The task force shall file a report containing its findings and recommendations, including legislative recommendations, if any, with the clerks of the house and senate not later than 12 months following the first meeting of the task force. Prior to issuing its recommendations, the task force shall conduct at least one public hearing to receive testimony from members of the public.*

## *AN ACT RELATING TO NATIONAL FINGERPRINT CHECKS FOR SCHOOL EMPLOYEES*

*Section 1. Section 38R of chapter 71 of the General Laws, as most recently amended by chapter 77, section 7 of the Acts of 2013, is hereby amended by adding to the end thereof the following:*

*The board of elementary and secondary education (board), in consultation with the department of criminal justice information services, shall at least every other year conduct a review of the implementation of the national fingerprint- based criminal background check, to consider reducing the regulatory burden and associated costs imposed upon school districts and the fees paid by school employees. Pursuant to such review, the board shall consider initiating a requirement that a teacher and other certified employees pursuant to section 38G as a condition of initial certification and, as necessary, recertification shall be subject to a national fingerprint-based criminal background check, which shall be provided to a school district, upon its request, that is seeking to hire said employee. The board shall file a report, within 1 year of the passage of this act, with the joint chairs of the committee on education, on the requirement linking the national fingerprint-based criminal background check to certification together with a draft of any legislation that may be necessary. The board shall at least every other year, commencing 1 year after the passage of this act, file a report and recommendations with the joint chairs of the committee on education, on its review concerning reducing the regulatory burden and associated costs due to the implementation of the national fingerprint-based criminal background check.*

## SUMMARY OF AN ACT CONCERNING UNFUNDED STATE MANDATES

This bill establishes a moratorium on all new mandated programs, including new testing requirements that negatively impact the time available for classroom instruction. It also establishes an educational mandate task force to eliminate or streamline the mandates that are not fully funded.

## *AN ACT CONCERNING UNFUFUNDED EDUCATION MANDATES*

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## SUMMARY OF AN ACT RELATING TO NATIONAL FINGERPRINT CHECKS FOR SCHOOL EMPLOYEES

The board of elementary and secondary education shall, at least, every other year conduct a review of the national fingerprint-based background check to consider reducing the cost associated with its implementation on public schools and their employees. The board shall consider making such background check subject to certification and recertification.

## AN ACT RELATING TO NATIONAL FINGERPRINT CHECKS FOR SCHOOL EMPLOYEES

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## Town of Arlington, Massachusetts

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### 7:10 Athletic Department Update, M. Dlugolecki

#### ATTACHMENTS:

Type	Description
📎 Report	Athletics update from AD 1 22 2015
📎 Reference Material	Athletic handbook
📎 Reference Material	Athletic evalu
📎 Reference Material	Captains Athletic Program Eval

# **School Committee update on Athletics**

**January 2015**



## **Mission**

Arlington Athletics is fully committed to providing opportunities for student athletes to develop leadership, sportsmanship, citizenship and accountability while fielding competitive teams.

## **Core Values**

Arlington Athletics considers the playing field an extension of the classroom. In conjunction with this belief, we strive to teach and model the ICARE values as practiced in Arlington Public Schools.

**I**ntegrity

**C**ommunication

**A**ccountability and Responsibility

**R**espect

**E**ffective Teamwork

## **Philosophy**

We believe through athletic experiences student athletes enhance individual and collective growth during their high school careers. We strive to teach lessons that translate from the playing field to daily life. Through these experiences, players are poised to strengthen various aspects of their development through their resilience, accountability, communication and teamwork. Arlington Athletics expects all members of the department to represent themselves respectfully and with pride in our programs.

Involvement in the athletic program is a privilege and members should remain mindful to the strong history and roots of our Arlington community that allow for the current athletic experiences enjoyed.



**30 Teams. 1 Family. We Are Arlington.**

# **2013-2014 / 2014-2015 Developments**

## **Leadership / Culture / Community**

- Coaches Education training through the MIAA
- Created Coaches Advisory
- Introduced Captain's Council
  - o MIAA Wellness Workshop
  - o MIAA Captains Training
  - o "You Lead" Substance Free Workshop
  - o MIAA Goal Setting Training
- Recipient MIAA Excellence in Educational Athletics Award
- Recipient MIAA Student Athlete Award January 2014 (Anna Smokovich)
- New coaches evaluations implemented
- Captains evaluations (of coaches and department)
- All athletes evaluations (of coaches and department)
- Ponder Pride Program
- Pep Rally reinstated
- Addition of spirit week
- Youth involvement
  - o 8<sup>th</sup> Grade Athletics Night, Visiting Middle School lunches, Youth scrimmages, Cub Scouts
- Games dedications
  - o Purple Project, Coaches vs. Cancer, Hometown Heroes, In honor of former coach/teacher
- Teams service projects
  - o Arlington reservoir, courtyard clean up, weight room clean up, painting recycling/trash
- Partnered with the Micheli Center
  - o Injury prevention night, Safe training practices

## **Organization/Communication/ Facilities**

- Redesign and additions to the Athletics Website
  - o <https://sites.google.com/a/arlington.k12.ma.us/aps-sports/>
- Seasonal Coaches Meetings
- Online transportation schedules
- Design and implementation of Athletics Handbook
- AHS Athletics Night instated
- Twitter feed
- Coaches binders provided
- Assessment of coaching positions, game staff and athletic trainer needs
- Swimming to Middlesex League 2015-2016
- Online registration offered
- Movement to MIAA website for all information
- Streamlined varsity letters
- Turf schedule for teams/collaboration with youth programs
- Uniform rotation implemented
- Turf assessment
- New plan of care for turf, weight room
- Painted 3 of the locker rooms, 4<sup>th</sup> pending
- Weight room improvements / recommendations from Micheli Center

## **Current Offerings**

### **Fall:**

Cheerleading	\$100
Cross Country (B)	\$100
Cross Country (G)	\$100
Golf	\$300
Field Hockey	\$200
Football	\$500
Soccer (B)	\$250
Soccer (G)	\$250
Volleyball (G)	\$200

### **Winter:**

Basketball (B)	\$300
Basketball (G)	\$300
Cheerleading	\$100
Gymnastics	\$600
Hockey (B)	\$700
Hockey (G)	\$700
Indoor Track & Field (B)	\$200
Indoor Track & Field (G)	\$200
Swimming	\$300
Wrestling	\$200

### **Spring:**

Baseball	\$300
Lacrosse (B)	\$200
Lacrosse (G)	\$200
Outdoor Track & Field (B)	\$200
Outdoor Track & Field (G)	\$200
Softball	\$300
Tennis (B)	\$200
Tennis (G)	\$200
Volleyball (B)	\$200

# Arlington Athletics Handbook

## 2013-2014



**Superintendent:** Dr. Kathleen Bodie

**Principal:** Dr. Matthew Janger

**Assistant Principal:** William McCarthy

**Dean of Discipline:** Veronica Tivnan

**Dean of Discipline:** Robert DiLoreto

**Athletic Director:** Melissa Dlugolecki

**Athletic Secretary:** Jocelyn Siccone

**Equipment/Site Manager:** Danny Arnao

**Athletic Trainer:** Jay Lamoureux

**Mission:**

Arlington Athletics is fully committed to providing opportunities for student athletes to develop leadership, sportsmanship, citizenship and accountability while fielding competitive teams.

**Core Values:**

Arlington Athletics considers the playing field an extension of the classroom. In conjunction with this belief, we strive to teach and model the ICARE values as practiced in Arlington Public Schools.

Integrity  
Communication  
Accountability and Responsibility  
Respect  
Effective teamwork

**Philosophy:**

We believe through athletic experiences student-athletes can enhance individual and collective growth during their high school careers. We strive to teach lessons that can translate from the playing field to daily life. Through these experiences, players are poised to strengthen various aspects of their development through their resilience, accountability, communication and teamwork. Arlington Athletics expects all members of the department represent themselves respectfully and with pride in our programs. Involvement in athletic programs is a privilege and all involved should remain mindful to the strong history and roots of our Arlington community that allow for the current athletic experiences enjoyed.

## **Table of Contents:**

Athletic Offerings  
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Equipment and Uniforms  
Transportation  
Injuries/Illness  
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Vacation and Attendance policies  
Fundraising  
Athletics Night  
Ponder Passes

This handbook is designed to summarize the general rules and regulations.  
It is the student-athletes responsibility to adhere to all Arlington High School Handbook policies as well as MIAA Handbook regulations to maintain eligibility.

**Athletic Offerings:**

Currently Arlington High School offers the following playing opportunities:

***Fall:***

Cheerleading  
Cross Country  
Field Hockey  
Football  
Golf  
Soccer  
Volleyball

***Winter:***

Basketball  
Cheerleading  
Gymnastics  
Ice Hockey  
Indoor Track  
Swimming  
Wrestling

***Spring:***

Baseball  
Lacrosse  
Softball  
Tennis  
Track and Field  
Volleyball

**Middlesex League:**

Arlington High School is a member school of the Middlesex League. The league consists of twelve teams. The league is divided into small and large schools based on enrollment size. All teams are required to compete against member school of the Middlesex League twice a season- once home and once away. The order in which teams compete will rotate each year.

*Large Schools:* Arlington, Belmont, Lexington, Reading, Winchester, Woburn

*Small Schools:* Burlington, Melrose, Stoneham, Wakefield, Watertown, Wilmington

**Eligibility:**

In order to be eligible, students must fulfill the following:

- *Academic Eligibility:* students must pass 20 credits for the marking period prior to the start of a season. If a new marking period takes place during the season, students must pass 120 credits at that time as well. Students may practice with their team if they are not academically eligible based on the discretion of the athletic director, the coach and the students dean.

- *Financial Eligibility:* Athletic fees must be paid prior to being eligible to participate in their particular sport. Needs based assistance is available- contact the school principal. If a player does not make a team, a full refund will be provided. Refunds will not be provided if a player quits or is ineligible after the first game/competition has taken place.

- *MIAA/Safety Requirements:* Students must have a current physical (within the past 13 months). If the physical expires during the season, students are not permitted to participate until a current

physical has been completed and provided to the athletic trainer. Additionally, all athletes must complete Concussion training in order to be eligible.

- *Attendance*: Students must be present for the entire school day to be eligible to practice or compete. Any tardies or dismissals must be approved by the athletic director.

Participation in athletics is a privilege. If students do not fulfill the basic eligibility requirements they may not participate. Additionally, eligibility may be compromised if there are disciplinary issues or if an athlete is mis-using school equipment or facilities.

#### **MIAA Policies:**

The following are the most commonly questioned MIAA athletic policies. The entire MIAA Handbook can be downloaded online at: [www.miaa.net](http://www.miaa.net). It is important to check for frequent updates and for sport specific rules and regulations.

#### **MIAA Rule #45. Loyalty to the High School Team: Bona Fide Team Members**

A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. Students cannot be given special treatment (late arrival, early dismissal, etc.) for non-school athletic programs.

*First Offense*: Student athlete is suspended for 25% of the season

*Second Offense*: Student athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of the violation.

#### **MIAA Rule #40. Out of Season Coach-Athlete Contact Limitations**

40.1 Unless otherwise permitted in this rule, between seasons a coach may conduct a meeting(s) with team candidates only to elect captains, collect equipment, issue equipment, to provide for physical examinations, to conduct legitimate fund-raising events, or to offer wellness workshops or activities.

40.4 A coach may not directly or indirectly require an athlete to participate in a sport or a training program outside of the MIAA defined sport season.

Voluntary conditioning sessions open equally to all students in a school and which are entirely devoid of sports-specific activity may be conducted between seasons provided no candidate is either required to participate or penalized for not doing so.

40.5 A high school coach may be employed by a park or recreation department or other organization or may volunteer for such a group to teach his/her sport out-of-season provided the following conditions exist:

40.5.1 No candidate may either be required to attend or be penalized for not attending.

40.5.2.1 School funds are not used.

40.5.3 A coach's high school candidates must constitute the minority of those taking part in any

out-of-season sport's program, *and never more than 50%* competing on any team at any moment. In sports that are individual in nature, or where competition involves a series of scoring events, candidates of that high school coach must be fewer than 50% of those participating in the overall competition or program.

#### **MIAA Rule #56. Student Eligibility/School Requirements: Physical Examinations/Medical Coverage/Concussions**

56.1 All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. A student's eligibility will terminate once a physical has reached the 13 month limit.

Physical examinations must be performed by a duly registered Licensed Physician, Physician's Assistant or Nurse Practitioner.

PENALTY: A student in violation shall be suspended for the number of contests in which he/she participated without a proper physical.

Any student athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the practice or competition and must not return to practice or competition that day, and further shall not return to play until cleared by a medical professional.

*\* Arlington High School requires clearance through the athletic trainer or by a medical professional that has been approved by the athletic director.*

#### **MIAA Rule #62. Student Eligibility: Chemical Health/Alcohol/Drugs/Tobacco**

Athletes may not use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as "NA or near beer".

If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

1st Offense - 25% season suspension  
2nd Offense - 60% season suspension

#### **Captains:**

Captains will be selected at the conclusion of the season through a democratic process. Coaches for each team will communicate the process to student athletes prior to a team vote. Coaches are able to appoint an additional captain at the start of the following season. Captaincy is a privilege and in order to maintain captaincy, all captains must represent their school appropriately, demonstrate positive leadership qualities in the school community and attend captain's council meetings with the athletic director. Captains are considered liaisons to the athletic director and to their coaches and should strive to communicate the needs of the team while also working with the team to support the goal of the program and department as a whole. In an effort to provide opportunities for all students to develop leadership skills, there will not be captains for

sub-varsity sports. However, coaches may appoint weekly or game captains that rotate throughout the season.

### **Role of the Coach:**

The coaches role is to facilitate learning opportunities for their student-athletes on and off the field. Through athletics, they will guide their athletes to challenge themselves, set goals, work together and overcome adversity. Coaches will help transfer lessons learned on the field to daily life situations. Coaches are responsible for coaching their teams, communicating effectively with all team members, ensuring the safety of the team and overseeing appropriate sportsmanship, facility use and eligibility of players. Coaches will work with the athletic director and athletic trainer regularly to communicate the needs of individual players. Coaches will implement the philosophy and mission of Arlington Athletics into their respective programs. Coaches will strive to support and work with other teams in the department as well as to support the community through time with the youth programs and community service opportunities.

### **Levels of Play:**

Each level of play possesses different objectives with different expectations.

- **Freshman:** Provide opportunities for participation. Introduce players to the sport, cover fundamental skills, introduce various strategies and game situations. Playing time is spread evenly throughout the team.

- **JV:** Implement strategies and game play reflective of the goals of the Varsity programs. Prepare players for Varsity experiences and expectations. All players will receive time in each contest, though playing time is not necessarily equal.

- **Varsity:** Set the tone for the program and all levels of play. This includes setting an example for community service, sportsmanship, pride and dedication. Players strive to improve daily and compete with one another in order to improve the team. Playing time during contests is not guaranteed and will be determined by the coach.

### **Weather:**

When weather or other conditions impose a hazard to the health and/or safety of the participants, athletic contests are to be postponed or canceled. Whenever school is closed due to inclement weather, all sports events will be postponed.

### **Sportsmanship**

Arlington High School expects all parties present at a contest to display the highest possible level of sportsmanship. Players, coaches, and spectators should treat opponents, game officials and visiting spectators with respect at all times. Arlington reserves the right to warn, censure, place on probation or suspend (for up to one calendar year) any player, team, coach, or school official determined to be acting in a manner contrary to the standards of good sportsmanship. Spectators who do not adhere to standards of good sportsmanship may be asked to leave the contest and/or be prohibited from future contests. In general: Support your own team, but do not belittle opposing teams and officials or interfere with the conduct of the game.

**Equipment and Uniforms:**

Items will be distributed and collected at a time specified by the coach and the equipment manager. Athletes must be present at equipment distribution and collection meetings. Students are responsible for and expected to maintain proper care of all equipment issued to them. Students are responsible for payment of any lost, stolen or damaged items. Each item not returned will be assessed at a rate comparable to the current replacement cost. Student athletes will not be allowed to participate in another sport if they have outstanding equipment obligations. Seniors will not receive their diplomas until all equipment obligations are fulfilled. Uniforms worn to represent Arlington High School must be approved by the Athletic Director.

**Transportation:**

Students are required to ride transportation provided to and from contests. It is in the best interest of team unity that everyone travel together and share the game experience. Additionally, athletic staff must be able to account for all student-athletes and managers. It is expected that our student-athletes will conduct themselves appropriately while on bus transportation. Any misconduct will result in a penalty including and up to dismissal if warranted. Student-athletes will be responsible for any damages to bus property and subsequent costs to repair or replace.

**Injuries/Illness:**

Student athletes assume the “assumption of risk” when participating in MIAA sanctioned athletic events. However, it is an athlete’s responsibility to report all injuries and illnesses to the athletic trainer and school nurse. Athletes are expected to work with the trainer to safely participate and may only return to play when cleared to do so. Athletes should manage their time to ensure they receive proper care and schedule appointments with the trainer before and after sessions as needed.

**Communication**

Arlington Athletics strives to develop life skills in athletes through experiences on and off the field. As a part of the ICARE values established by the district, AHS athletics places a strong emphasis on effective communication. It is the expectation that coaches will communicate team standards prior to the start of the season. If a player is uncertain or needs clarification, the first step is for the player to contact the coach. If further assistance is needed from there, a player may set up a time to meet with the coach and parent or Athletic Director. It is important for student athletes to advocate for their needs, handle feedback and communicate effectively to maximize their personal satisfaction in their sport. Parents are not permitted to contact coaches regarding playing time or individual positions. A 24-hour period is required after a game for a parent to contact a coach with any other questions.

**Vacation and Attendance Policies**

Student Athletes making a commitment to their team and program and expected to participate in all contests and practices throughout the season. This may include time during the summer for pre-season try-outs, registration day, over school vacations and on the weekends. Coaches will communicate the season schedule and expectations at the beginning of the season. Players may compromise their participation and membership if there are unexcused absences or a large number of times they are not present.

**Fundraising**

Athletic teams are permitted to seek fundraising opportunities as a means of promoting teamwork and funding items to contribute to their program. Uniforms, transportation, staffing and equipment expenses are covered by Arlington High School and should not be an object of fundraised dollars. When fundraising, teams should provide a good or service in exchange for monetary support of their program. Soliciting donations without a service or product is not permitted. When fundraising, teams should wear their team shirt or uniform so community members are aware of the organization they are supporting. Additionally, as teams are representing Arlington High School, fundraisers must be approved by the Athletic Director. Boosters groups in charge of bookkeeping and fundraising should prepare financial statements for the athletic department if requested.

**Athletics Night:**

Arlington High School will host "Athletics Night" annually to review goals, philosophies and policies of the department. Important information for athletes, parents and coaches will be reviewed. Any athlete aspiring to participate in athletics must attend with one parent/guardian. Coaches employed by Arlington High School are required to attend.

**Arlington High School**

**Evaluation of Coaching Performance**

**Coach:** \_\_\_\_\_ **Sport:** \_\_\_\_\_

**Evaluating Administrator:** \_\_\_\_\_ **Date of Evaluation:** \_\_\_\_\_

**Performance levels:**

**5 – Exemplary 4 – Above Average 3 – Satisfactory 2 – Needs Improvement 1 – Unsatisfactory**

**Knowledge of Sport**

**5 4 3 2 1**

Identifies and applies competitive tactics and strategies that are appropriate for the specific level. Organizes and implements materials for planning of practices and analysis of games. Understands and enforces district/site/sport specific rules and regulations. Develops skill; is able to develop skill differently for each student athlete based on their level. Is aware of sport specific skills and rules.

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**Sportsmanship**

**5 4 3 2 1**

Prioritizes Sportsmanship on and off the field. Strives for team to receive Sportsmanship award. Teaches athletes the importance of being respectful and representing their school positively. Demonstrates sportsmanship through actions. Teaches athletes that positive sportsmanship and competitive teams can co-exist. Demonstrates appropriate sportsmanship towards opponents and officials.

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**Communication****5      4      3      2      1**

Communicates with athletes, parents and coaches regarding all issues. Accesses the website for information and contributes team stories or photos to be used on the website. Listens to colleagues, players and parents. Sets clear expectations and communicates these thoroughly. Monitors the academic progress of student-athletes and effectively communicates with teachers. Keeps the AD informed on all important issues.

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**Core Values****5      4      3      2      1**

Creates opportunities to discuss and implement core values with team. Supports AHS Athletic Department mission and maintains the integrity of our program. Exhibits behaviors consistent with core values to set an example for athletes. Demonstrates pride in Arlington Athletics through actions, appearance, articulation and by supporting coaches and athletes outside of personal team. Willing to sacrifice team preferences for department vision.

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**Supervision****5      4      3      2      1**

Supervises locker room before and after practices. Locks locker room and school after use. Supervises parking lot while student athletes are waiting for rides. Supervises community service projects or other community based events. Supervises all practices, team lifts and workouts.

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**Community Involvement****5      4      3      2      1**

Is supportive of community events. Facilitates the involvement of at least one community event with team throughout the season. Is informed on community and school events. Represents school positively in the community. Works with youth and Middle School programs.

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**Rapport with Students****5      4      3      2      1**

Is visible and accessible for athletes. Communicates with student-athletes on program, academic and personal levels. Demonstrates respect for all student-athletes regardless of level or sport. Structures experiences to reinforce teamwork, sportsmanship, commitment and integrity. Actively supports academic and personal success. Teaches the “big picture.” Connects athletic experiences to life lessons.

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**Rapport with Other Coaches and Staff****5      4      3      2      1**

Works cooperatively and participates with colleagues. Demonstrates a willingness to participate in professional growth opportunities. Proactively supports other coaches. Is open-minded and receptive to program/coaching differences and accepts the ideas of others. Demonstrates evidence of collaboration with colleagues. Shares facilities and equipment appropriately.

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**Serves as a Role Model****5      4      3      2      1**

Serves as a role model for athletes, coaches and others in the community. Demonstrates respect for diversity and individuality within student-athletes. Leads by example for student athletes. Represents self, team and school with pride. Clearly communicates positive work habits and procedures. Appearance, manners and language reflect positively on the program.

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**Instructional Activity****5      4      3      2      1**

States and implements clear standards and expectations for a successful training program. Demonstrates effective and appropriate instructional strategies. Develops and implements organized practice sessions that are designed to achieve skill development for varying levels. Demonstrates sport-specific knowledge. Runs efficient practices appropriate for level of play.

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**Program Development****5      4      3      2      1**

Invested in developing the program. Closely monitors, supports and works with sub-varsity programs. Creates clear expectations for sub-varsity programs and helps to prepare sub-varsity athletes for varsity level. Reaches out to youth programs when possible. Fosters a program that mindfully challenges the athlete at each level and creates a fluid transition from one level to the next.

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**Equipment Inventory****5      4      3      2      1**

Submits a complete uniform distribution list to AD at the beginning of the season. Submits a complete inventory of returned equipment, uniforms, etc. to the AD at the time of the annual evaluation. Submits an itemized list/lost equipment/uniforms to the AD at the time of the annual evaluation that matches both the pre- and post- season inventory. Makes reasonable equipment requests. Is responsible with equipment issued.

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**Final Evaluation:**

**Satisfactory**                      Recommended for continued assignment- goal for next year established.

**Needs Improvement**           Recommended for re-assignment provided an understanding can be reached in areas- improvement plan for next year established.

**Unsatisfactory**                   Not recommended for continued assignment.

**Recommendations, Improvements, Goals or Additional Comments:**

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**Signature of the Coach**

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**Date**

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**Signature of the Athletic Director**

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**Date**

*Coaches may request a copy of their evaluation. All original evaluations are kept in confidential files.*

## Captains Athletic Programs Evaluation

Coach: \_\_\_\_\_

Sport: \_\_\_\_\_

**Performance levels:**

5 – Exemplary   4 – Above Average   3 – Satisfactory   2 – Needs Improvement   1 – Unsatisfactory

<b>Knowledge of Sport</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Sportsmanship</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Parent Communication</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Player Communication</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Core Values</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Supervision</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Community Involvement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Serves as a Role Model</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organized Practices</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Challenging Practices</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>JV/Frosh Development</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organized Practices</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Top Qualities of Leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Commitment to team/program</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Clear game plans</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Sets goals for the team</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**My coach's greatest strengths are:**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**Areas of improvement:**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**Of the top qualities of leadership we chose, my coach most strongly demonstrates:**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**The top three adjectives I would use to describe my coach are:**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**Additional notes or comments:**

### **Personal/Department Reflections**

Did you reach your leadership goals set at the beginning of the year:

If not, do you feel you made progress towards your goals?

What helped you, or would have helped you, reach your goals?

Your leadership style would be categorized as:

Challenges you faced as a leader this fall:

The most beneficial part of Captain's Council:

Suggestions you have for Captain's Council:

Favorite activity or topic from Captain's Council:

Wish list for the athletic department:

Most proud of/like the most about our athletic department:

Ways AD could support/help your program:

### **Additional notes or comments:**

**YOUR VOICE MATTERS! I want to hear it! Write on the back if needed 😊**



## Town of Arlington, Massachusetts

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### 7:20 AHS Program of Studies 2015-2016

#### ATTACHMENTS:

Type	Description
<input type="checkbox"/> Reference Material	Updated edits to Program of Studies 2015-2016 1 22 2015
<input type="checkbox"/> Reference Material	Program of Studies 2015-2016 updated 1 22 2015

<b>PG #</b>	<b>Dept.</b>	<b>Heading</b>	<b>Edit</b>
1	Admin.	Title	Title to POS 2015-2016 and all footnotes
4	Guidance	Graduation Requirements	Grad. Requirements: Class of 2019 will require 4 years of PE.
4	Guidance	Promotion and Graduation	Removed opening
4	Guidance	MCAS Competency Determination	Added the line in regards to Educational Proficiency Plan for those students who not PASS: "must continue with additional work through grade 12"
4	Admin	Fine Arts Requirements	Aligned the graduation requirement, as described under graduation requirements, with Massachusetts frameworks.
6	Admin.	Course Selection Guidelines	The Course selection Guidelines have been updated to reflect State and College Regulations
9	Admin	Course transfer/withdrawal	The description of the policy has been updated to reflect semesterized courses. An Add/drop date of 3 weeks (as opposed to 6 weeks) will now be used.
11	Guidance	Guidance Services	Added the line on "Multiple Intelligence Scale, which indicated each student's strengths." to the description of Naviance.

11	Guidance	General Services	removal of sentence on "support group"
11	Admin	Honors speaker	The description of the Honors speaker and how it is determined has been updated.
12	Guidance	Guidance Services	Increased number of colleges at College fair to 150
13	Guidance	Transitional	added "up to 6 weeks" to the program description
16	ELA	Course Description (Brit. Lit)	Editing of materials studied.
25	History and	Dept.	New Department Description
39	PE	Courses	Adding "four year grad. Requirement for class of 2019"
43	Science	Courses	AP physics 1 suggested criteria has changed the suggested grade from A to B in previous science and math class.

49	Visual Arts	Course Descriptions	Addition to Digital Photography of new software: "Adobe Creative Cloud applications, such as Photoshop and Lightroom are used as creative editing software. "
67	Misc.	Courses	Removal: Freshman Seminar Leaders, Freshman Advisory leaders

*	Admin	I did not include grammatical and syntax corrections
**	Admin	Updates made to dates were not reported here
***	Admin	New courses do not have numbers at this time. Once they are created a number will be assigned.

Reasoning (if required for me to explain)
Removed that students receive credit for each term. Student must receive a final passing grade for the year
This will place us in line with the state requirements

The group referenced here has been replaced in the past few years with other, more specific services
A more detailed time line has been created to help facilitate students movement back into standard classes.

Courses are no longer being run.

# AHS PROGRAM OF STUDIES 2015-2016

## **Table of Contents**

### **General Information**

- Mission Statement and Expectations
- Graduation Requirements
- Course Selection Process
- Course Levels
- Grades and Report Cards
- Transcripts and GPA
- Guidance Services
- Social Emotional Counseling
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### **Department and Course Information**

- New Courses
- English Language Arts
- English Learner Education
- Family and Consumer Sciences
- History and Social Sciences
- Mathematics
- Performing Arts
- Physical Education
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### **Miscellaneous Courses**

- Technology
- Self-Directed
- Internships and Projects
- Technology Graduation Standard

### **ARLINGTON PUBLIC SCHOOLS—NOTICE OF NONDISCRIMINATION**

The Arlington Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, age, gender, sexual orientation, marital status, disability, or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

## **Overview of Arlington High School**

### **Learning, Connecting and Caring as a Community**

#### **I. Mission Statement and Expectations**

##### **Mission Statement**

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to life-long learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- Integrity,
- Communication,
- Accountability and responsibility
- Respect.
- Effective teamwork,

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21<sup>st</sup> century democracy.

##### **Academic Expectations for Students**

Arlington High School students will:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

##### **21<sup>st</sup> Century Focus Points Across the Curriculum**

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information.
- Media literacy
- Math, science, technology, and engineering expertise
- Teamwork in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

## II. Graduation Requirements

### Graduation Requirements

1. Pass MCAS exam in ELA, Math and STE (further explained below)
2. Pass four years of English
3. Pass three years of History/Social Science (to include World History, US History I and US History II)
4. Pass three years of Science (to include Physical Science to pass Introductory Physics MCAS)
5. Pass three years of Mathematics (to include Algebra & Geometry)
6. Pass three years of Physical Education (Class of 2019 will require four years)
7. Pass one year of Fine Arts (5 credits) (\* see below for further information)
8. Pass two years of World Language (two years of the same language is strongly recommended)
9. Demonstrate competency in Computer Technology
10. Perform and document 40 hours of community service
11. 106 credits minimum

### Definition of the 5-credit Fine Arts Graduation Requirement

### Grades 9-12

Our fine arts classes work toward the standards expressed in the Massachusetts Art Curriculum Framework. This Framework sets the expectation that all students in the Commonwealth's public schools will become proficient in understanding the arts and communicating in at least one arts discipline by the time they graduate from high school. In dance, music, theatre, and the visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. For this reason, courses fulfilling the Fine Arts requirement have a substantial focus on non-verbal expression, creation, creativity, and aesthetic education. These courses value originality, stimulate imagination and creativity, and aim to enrich students' lives by increasing their response to beauty in all of its forms.

### Promotion and Graduation

Students must earn a passing final grade for the course in order to earn course credits towards graduation. For a student to advance from one grade level to the next higher grade level, the following requirements should be met:

Grade 10	22 credits minimum
Grade 11	48 credits minimum
Grade 12	72 credits minimum
Graduation	106 credits minimum

### MCAS Competency Determination

Students must meet or exceed a scaled score of 240 on the Massachusetts Comprehensive Assessment System (MCAS) in the subject areas of English Language Arts and Mathematics. Students who earn a scaled score between 220 and 239 on the English Language Arts and Mathematics examinations may receive a high school diploma only by demonstrating proficiency in the subject matter through completion of an Education Proficiency Plan (EPP) by continuing additional work in the targeted content area(s) through grade 12.

Students must also meet or exceed a scaled score of 220 on the Science, Technology and Engineering Exam in the one of the tested subject areas: Chemistry, Introductory Physics, Biology, or Technology/Engineering.

### Waivers & Substitutions

Requests for relief/substitution of a graduation requirement must be made in writing to the Principal who has final decision-making authority on local requirements for graduation.

### Procedure and Requirements for Early Graduation

1. Petition for Early Graduation Release must be made in writing to the Principal.
2. Application for Early Graduation release will be reviewed by the guidance counselor and the Principal, or his designee, to outline a program for completion of graduation requirements. The request will then be forwarded to the School Committee for a final decision.
3. Students accepted for Early Graduation Release are normally required to leave school at the same date all other seniors leave school. Exceptions need to be approved by the Principal.
4. Students who intend to apply for early graduation must meet the following requirements: completion of all local graduation requirements, successful competency determination in Math, ELA, and Science on the MCAS exams, and a plan for the immediate future, signed by the student's parent or guardian.

### Course Makeup Policy

It is recommended that a senior who has not met the graduation requirements attend an approved summer school (high school and/or college) and make up credits or required courses immediately, in order to receive his/her diploma in August of the year he/she was to have graduated. A diploma will not be conferred to a senior until they have completed all requirements towards graduation.

Any other student at the end of the freshman, sophomore or junior year is encouraged to make up credits or courses lost during that year. This will help to ensure the proper credits necessary for graduation. Students may not make up more than two required courses (English, mathematics, U.S. History, etc.) in summer school. The two-course limit on required courses applies to the student's entire academic career at AHS and may not be interpreted as two courses per year. Students with extenuating health related circumstances may appeal this limit to the Principal.

- A student must have all summer school courses approved by the Principal or his/her designee **prior** to registering.
- Prior to continuing in a sequential course, a student must pass an AHS proficiency examination as determined by the department chair for the subject.. If the course is not sequential, a proficiency examination will not be required.
- Enrichment courses may be taken any time at the discretion of the Principal. The credit and grade will neither be used in the calculation of either GPA or weighted GPA, nor will the course be shown on the high school transcript.
- Courses passed in summer school or courses that are taken through tutoring or outside of the normal semester or year-long time lines, become a part of the student's permanent record. The grade is recorded, but is not calculated in the student's GPA or weighted GPA. Maximum point value can range from 2.5 to 5.0 credits, depending on the number of hours required in the study of that subject.

### III. Introduction to Course Selection

The information contained in this Program of Studies is designed to guide students and parents in making important educational decisions for the upcoming school year. **All course offerings are dependent on the finalized school budget, enrollment, and student need. The school reserves the right to delete or amend course offerings based on financial considerations.**

#### Philosophy of Course Level Enrollment

The Arlington Public Schools encourage all students to meet their maximum potential. Recommended prerequisites are intended to identify the skills and competencies students should possess prior to enrollment in order to be successful in a given course. Required prerequisites that are not tied to sequential course offerings, i.e., you must take Spanish II before you can take Spanish III, are inconsistent with this vision and shall not be barriers to course selection. Teachers and counselors can provide specific assignments and samples of coursework to help students make their choices about appropriate courses and levels of study. *While we encourage students to seek a challenging course of study, a schedule with 3 college-level courses (e.g., Advanced Placement) is generally considered to be our most demanding program.*

## Course Selection Guidelines

- Guidance Counselors work with students to choose the appropriate number and selection of required and elective courses for each individual student.
- The number of students in a particular course will vary based on the requests of students. If there are an insufficient number of students requesting a particular course, the course will not be offered, and those students who have requested it will be assigned to one of their alternate choices.
- Students who select a particular course at the time of the initial course selection should choose the **appropriate level** at that time. It may not be possible to adjust that level at a later date given the tightness the class size/course selection process. Students should consult with their teachers and counselors to make the most appropriate educational choices. Changes will not be made in the fall if a class overload would result.
- Students who are interested in Division 1 or 2 college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org). Historically, Curriculum A, Honors and AP courses have met these standards.
- All course schedules are subject to final approval of the administration.

## Policy for Online Coursework and Dual Enrollment Coursework

Dual enrollment refers to the practice of students receiving credit from their high school for a course taken via a college or university, with the course included on both a high school and collegiate transcript.

Online learning, a practice where students learn in an asynchronous or synchronous format from a device-based platform is a broader term with no specific conditions in regards to high school credit.

Students whose medical needs render the student unable to remain in school for a full school day may petition, on a case by case basis, for acceptance of online coursework via their guidance counselor and Dean, who will seek approval for the requested online coursework with the department head of the subject of the course.

Arlington High School's leadership team encourages the practice of obtaining credit and online learning credit via established partnerships between our school and external educational organizations. This includes, but is not limited to, our courses offered in partnership with Syracuse University Project Advance, the Global Studies Consortium course offered in partnership with Harvard Extension School, the DESE funded dual enrollment opportunities for public high school students offered via Framingham State University, and our pilot of a blended learning course offered to a cohort of students via Coursera. In addition, students may participate in a state offered dual enrollment program through community colleges such as Middlesex and Mass Bay Community Colleges. Each of these opportunities is handled in ways specific to the program and it is important to check with your guidance counselor at the time of enrollment for specific course requirements.

Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript.

## Schedule Distribution Timetable

As has been the practice in previous years, final student schedules will be distributed by August at the latest. Every attempt will be made to issue a preliminary schedule at the end of the school year or in early summer so that attempts to resolve errors, conflicts, and omissions can take place before the start of the new school year. While students may need to change courses based on their educational goals, no changes that unreasonably overload or imbalance the sizes of existing classes will be made. In particular, changes based on teacher, rather

than course preferences, will not be honored.

## AHS Course Levels

The following course levels are offered at Arlington High School:

- **Advanced Placement** -- primarily for students in Grades 11 and 12, AP courses offer a fast-paced, intensive, college-level, exposure to a specific curriculum. Students in AP courses must take the AP exam, offered by the College Board, at the end of the school year in order to receive AP credit for these courses.
- **Curriculum H** – for students in Grades 9 – 12, Curriculum H courses are driven by independent student-work and, along with Advanced Placement courses, require the highest amount of student discipline, energy, effort, and organizational skills.
- **Curriculum A** – for students in Grades 9 – 12, Curriculum A courses are college preparatory courses that cover rigorous content, college preparatory skill development, and specific instruction from teachers in study skills.
- **Curriculum B** – for students in Grades 9 – 11 with teacher and guidance counselor approval only, Curriculum B courses allow for some remediation while still providing preparation for college and career. Students who are interested in Division 1 or 2 college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org). Historically, Curriculum A, Honors and AP courses have met these standards. Please note that the NCAA has not approved Curriculum B core classes at this point in time.
- **Heterogeneous courses-** Courses with this designation are offered to all students. Students access the same curriculum at the same time with the same teacher. Teachers will differentiate instruction to ensure that all students are appropriately challenged by the curriculum and can reach their full potential. Although this practice is not new to Arlington High School, we are making an effort to ensure that all students take at least two heterogeneous classes in core content areas before they graduate, as required by the New England Association of Schools and Colleges (NEASC). *Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.*

	Curriculum H and AP	Curriculum A	Curriculum B
<b>Reading and writing</b>	Reading and Writing tasks require <u>proficiency</u> in and understanding of topic, development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and writing require <u>increasing independence</u> in understanding of topic development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and Writing tasks <u>directly teach skills</u> in topic development, writer's purpose, structure, grammar, spelling & punctuation.
<b>Essays and open-ended questions</b>	Essays and open-ended questions regularly require development of ideas in <u>4-9 paragraphs</u> .	Essays and open-ended questions regularly require students <u>to extend and expand</u> upon development of ideas in <u>4-6 paragraphs</u>	Essays and open-ended questions include <u>direct instruction</u> in creating beginning, middle (development and organization) and end.
<b>Problem solving</b>	Problems require <u>independent application</u> of multiple strategies to reach solutions.	Problems require <u>minimal guidance</u> in application of strategies to reach solutions.	Problems require <u>considerable guidance</u> in application of strategies to reach solutions.
<b>Reading, lab experiences, media viewing</b>	Reading, lab experiences, media viewing, etc. lead to <u>independently</u> drawing inferences and making	Reading, lab experiences, media viewing, etc. require <u>increasing independence</u> in drawing inferences, making	Reading, lab experiences, media viewing, etc. require comparison and contrast and some analysis and evaluation

	comparisons, analysis and evaluations.	comparisons, analysis and evaluations.	with <u>ongoing support</u> .
<b>Textbooks and other information sources</b>	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned for <u>independent</u> analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and require <u>some independent analysis</u> .	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and explored with <u>considerable</u> support.
<b>Student performance tasks</b>	Student performance tasks and assignments are substantial and require <u>independent</u> time management and study skills.	Student performance tasks and assignments are substantial and assume <u>increasing independent</u> time management and study skills.	Student performance tasks and assignments require time management and study skills directly taught and reviewed by the instructor.
<b>Research assignments</b>	Research assignments are carried out <u>independently</u> and require electronic and traditional sources and may include essays of extended length.	Research assignments are <u>carried out with increasing independence</u> and require electronic and traditional sources and may include essays	Research assignments include <u>explicit teaching of skills</u> of planning, writing and syntheses and revision using electronic and traditional sources
<b>Student tasks</b>	Student tasks regularly require demonstration of creativity and originality independently. Students move beyond proficiency to sophistication in both oral and written language as they make original connections, and apply them to new and different problems.	Student tasks regularly require Demonstration of creativity and originality. Students are increasingly independent in making original connections, and in applying them to new and different problems.	Student tasks regularly require demonstration of creativity and originality with <u>guidance &amp; considerable support</u> . Student tasks require comprehensive idea formation and clearly supported personal opinion.

## IV. Report Cards

At the end of each school marking term, a report card is issued to each student. This report is available through the online parent portal and student portal or, upon request, is mailed home to parents or guardians. All grades and attendance become a part of the student's high school record. The following letter grades will be used in rating scholarship achievement in the courses taken:

### Letter Grade Explanation

- A Superior work. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course.
- B Proficient work. Content knowledge, complex reasoning skills, and work habits meet the standards of the course.
- C Fair work. Content knowledge, complex reasoning skills, and work habits partially meet the standards for the course.
- D Poor work. Content knowledge, complex reasoning skills, and work habits meet only the minimum

- standards for credit in the course.
- F Failure. Student has failed to demonstrate the minimum expectations for content knowledge and complex reasoning skills in the course.
- P Pass. Student has demonstrated the expectations for content knowledge and complex reasoning skills and work habits in a course designated pass/fail.
- H Honors
- S Satisfactory
- U Unsatisfactory
- W Withdraw - Student withdrew from the class after the official date to be removed from a class.

### Term grades

The following grades may appear in the term grade for a course, but will not appear in the year end grade for the course.

- FA Failure due to excessive unexcused absences (seven or more) The comment from the teacher will detail the grade the student would have received.
- I Incomplete. Requirements of course have not been met due to excusable absences. Student will have a limited, agreed upon time to complete assignments.
- NG No grade. Student was not present for sufficient amount of time to receive a grade.
- M Medical absence (The quarter is not counted as part of the student's final year average.)

### Parent and Student Portal

At the beginning of each year, parents will be issued a password in order to check attendance and grades for their children at the high school. The information in the Parent Portal is provided by the staff to keep parents aware of both attendance and academic progress throughout each term and year. A password is also issued to each student to enter a Student Portal so that they may check on their daily progress in each class. **It is the responsibility of students to address any concerns or difference of opinions with their teachers on attendance and/or grades that are posted in Power School.**

### Final Exams

- For full year courses, final examinations are scheduled at the end of the year.
- For semester (1/2 year) courses, final exams will be administered at the end of each semester
- The final examination counts for 11% of the final year grade for full year courses; 20% for semester courses.

### Course Transfer/Withdrawal

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult his/her counselor and teacher when a course change is being considered. When course changes are deemed appropriate, a change in programming will be made.

**The final date to request a course change for a yearlong course will be 6 weeks after the first day of school; semesterized courses will be three weeks after the first day of school. For the few elective or other classes that are offered during second semester, the final date to request a change is 3 weeks after the first day of term 3. (See chart below for specific dates). Any course change after this deadline will be reflected with a W in the term and end of year grade, but it will not impact their GPA. Please note, these deadlines are also applied to any student wishing to change from a heterogeneous level within a course to an honors level.**

Year long course	6 weeks after first day of school	October 14, 2015
Semester 1 course	3 weeks after first day of school	September 23, 2015
Semester 2 course	3 weeks after first day of term 3	February 19, 2016

When a student transfers from one level to another in the same content area (Honors Geometry to Curriculum A Geometry) the student's grade for the course travels with him/her and is averaged into the final grade for the term in the receiving course. When a student replaces one course with a completely different course, (i.e. Astronomy to French I) the grade does not travel with the student. If a student enters the new class too late in the term to earn a grade he/she will receive an NG in the receiving class. If it is determined that a student must change their schedule after the above deadline, teachers, department heads, counselors, special education liaisons (when applicable) and house deans can and will be involved in the decision to withdraw a student from a course and determine the grade adjustment for shifting levels or whether sufficient work exists to receive a grade.

### Auditing Courses

The option to audit a course will be approved by the Principal in extenuating circumstances. Auditing is a procedure whereby students attend a class for no credit. It is understood that a student who wishes to audit a course and have a notation of that audit appear on the transcript must meet regular attendance and class participation standards in that class.

## V. Transcripts, GPA, and Class Ranking

Unlike report cards, which list grades by quarter and semester, transcripts only list final grades. (Senior transcripts, in the first part of senior year, do carry term grades as a way of notifying colleges of the students' academic progress in twelfth grade.) In addition, transcripts also list the students' weighted GPA (Grade Point Average) and unweighted GPA. This information is provided unofficially by teachers, in Naviance and Power School. The only recognized official weighted or unweighted GPA is that which appears on an official school transcript. Note that students are not ranked at Arlington High School.

### Grade Point Cumulative Average (GPA)

The grades a student earns will be averaged into a grade point average (GPA). The Grade Point Average is a student's non-weighted grade point cumulative average based on the following translation for each letter grade of A, B, C, D or F. The highest GPA is 4.3

<b>A+</b> (97-100) = 4.3	<b>A</b> (93-96) = 4.0	<b>A-</b> (90-92) = 3.7
<b>B+</b> (87-89) = 3.3	<b>B</b> (83-86) = 3.0	<b>B-</b> (80-82) = 2.7
<b>C+</b> (77-79) = 2.3	<b>C</b> (73-76) = 2.0	<b>C-</b> (70-72) = 1.7
<b>D+</b> (67-69) = 1.3	<b>D</b> (63-66) = 1.0	<b>D-</b> (60-62) = 0.7
		<b>F</b> (59 & below) = 0

### Weighted GPA

The top weighted GPA is 5.0. The lack of availability of AP courses at 9<sup>th</sup> and 10<sup>th</sup> grade levels prevents any student from attaining a 5.25 weighted GPA, the top value for AP grade – see chart below.

Students receive points for each quarter or term grade. The points are factored in as part of the weighted GPA. The final points awarded for the course, however, are based on the students Y1 grade, i.e., the student's grade for the year. Students, who receive a passing grade for the year in a course, will receive full credit for that course.

### Weighted GPA

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
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AP	5.25	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7
Curr. H	5.0	4.75	4.45	4.05	3.75	3.45	3.05	2.75	2.45	2.05	1.75	1.45
Curr. A	4.75	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.8	1.5	1.2
Curr. B	4.5	4.25	3.95	3.55	3.25	2.95	2.55	2.25	1.95	1.55	1.25	0.95

### Guidelines for Converting Grades and Credits for Transfer Students

In order to prevent disputes and misunderstandings revolving around the methodology and resulting determination of grade point average (GPA) for transfer students, and to preserve an element of fairness to students who have spent their whole academic careers at Arlington High School, the following guidelines will be followed:

- The Arlington High School Class grade point average is designed to determine and recognize those students who have achieved at highest level in the AHS course of study. It is not realistic to assume that it can reflect with an unassailable level of accuracy student performance demonstrated under a different set of standards in place at other schools. **Therefore, only grades earned at Arlington High School will be used for the purpose of computing grade point average.**
- Transfer students will receive credits for the courses they have taken at their previous high school(s) as transposed into the credit values for Arlington High School (5 credits, 2.5 credits, etc.)

### Honors Speakers for Graduation

The Principal will appoints the honors speaker(s) for graduation, taking into consideration, student scholarship, school citizenship, and effectiveness as a writer and speaker.

## VI. Guidance Services

Counseling services at Arlington High School are geared to the individual student. Counselors work with students and parents on developmental issues, academic planning, course selection, personal issues, transition concerns, and the career/college search process. Counselors assist students to achieve their academic potential, while encouraging social and extracurricular experiences that provide opportunities for personal growth. Each year, counselors meet with their assigned students, in small groups and on an individual basis as needed, while collaborating with teachers and administrators regarding student progress. In addition, the counselors hold group meetings for parents of grade 10, 11, and 12 students each year.

In the spring, counselors meet individually with students to select challenging courses for the upcoming school year. Course selections, made by students and their parents, are further based on teacher recommendations, and post-secondary interests. Students are encouraged to explore their interests and to hone their talents through the selection of elective courses. Maintaining good grades and an appropriate level of rigor in course selection is emphasized.

Guidance counselors utilize an online tool through the AHS Guidance website. This program, called Family Connection/Naviance, is a customized planning and advising tool used to instruct all students on matters involving career and college research. Freshman groups focus on transitioning to the high school, goal setting, and involvement in school and community activities. They are given a Naviance account where they complete a Learning Styles Inventory, which aids them in gaining an understanding of how they learn best, as well as a Multiple Intelligence Scale, which indicated each student's strengths. They also begin the process of researching careers and colleges. Sophomore groups revolve around MCAS, PSAT's, course selection and extracurricular activities. Students complete a Personality Profiler and a Career Inventory on Naviance, which exposes them to careers, college majors, and colleges, which best meet their interests and goals. Sophomores continue to expand their search for college majors. Junior groups focus on PSAT's, SAT's, and other standardized testing information. Students are taught how to conduct and fine-tune their college search using Naviance and other tools. They are encouraged to visit colleges, and to interview with college representatives. Counselors help juniors to

develop a list of colleges and discuss acquiring teacher letters of recommendation. Seniors work with counselors in groups and on an individual basis to focus on matching their needs and interests to colleges which are a good 'fit'. Students and parents are guided, step-by-step, through the college application process.

College/admissions representatives schedule meetings with students in the AHS Career Center in order to discuss their requirements and to review admissions criteria. These visits include representatives from two and four year colleges, trade schools, the military, year-off programs, and other alternative programs. AHS also sponsors a Spring College Fair, which hosts representatives from over 150 colleges and universities.

### **Post-Secondary School Placement**

Placement and acceptance into post-secondary schools, especially four-year colleges and universities, both private and state-run, are affected by the following:

- The student transcript: The transcript expresses commitment to learning by the nature and sequence of the course selected and by the marks received
- Recommendations: The student's counselor and teachers usually write recommendations. Recommendations give a picture of the student's academic abilities as well as their involvement co-curricular activities—sports, music, art, political and community involvement in order to provide a personalized assessment of the student.
- Test scores issued by the College Board or American College Testing Program
- Co-curricular activities, athletics, clubs, service, internships, work experience, in school and in the community

### **National Standardized Tests**

- **PSAT, SAT, ACT** – The College Board of the Educational testing Service and the American College Testing (ACT) Service offer examinations whose scores are sought as part of the admission criteria by post-secondary educational institutions. Arlington High School conducts a Center for Admission testing Programs of the College Board for **PSAT and SAT**. **ACT** test centers are available in the Metropolitan Boston Area. Juniors and sophomores are encouraged to take the PSAT in order to participate in the National Merit Scholarship Qualifying Program (NMQP). Although sophomores who take the exam are not eligible for the NMQP, they are encouraged to take the PSAT as a practice for their junior year. Information about these tests is given at regular intervals through the Guidance Office and the school calendar. Students work out a tentative calendar of testing with their counselors at the end of the sophomore year.
- **AP** – The Advanced Placement Examinations provide the means by which secondary school students may demonstrate their readiness to undertake advanced courses as college freshmen. These tests help colleges judge the qualifications of candidates for advanced placement and college credit.
- **TOEFL** – The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand North American English as it is used in college and university settings.

## **Social - Emotional Counseling**

### Guidance Counselors

The relationship a guidance counselor has with his/her students is a core component of the counseling program at AHS. Personal counseling is involved every time counselors meet with their students. Issues that arise are addressed based on the counselor's assessment of the personal needs of each student. Students are encouraged to set up an appointment with their counselor to discuss problems and concerns. The counselors value the relationship with each of the students and strive to provide individual support for all students. Counselors are also a resource for parents. Parents should feel free to contact their child's counselor if they have any questions or concerns.

When a student is in need of additional support, one of our school social workers may be of assistance in the situation. If a family or student is interested in services from a clinical social worker their guidance counselor can

make a referral through our Student Support Team.

## **Clinical Services at AHS**

### **General Services**

The Intervention Coordinator/Social Worker offers and coordinates a range of support services at Arlington High School. The Intervention Coordinator provides crisis intervention, individual and group counseling, as well as consultation and support services to students, families, and professionals in the Arlington High School Community. Students are referred due to concerns around anxiety, depression, substance abuse, and behavioral struggles, among others. Deans, teachers, nursing staff, students, parents and guidance counselors can identify students in need or at risk. The Intervention Coordinator also makes referrals for clinical services in the community, and serves as a liaison to community agencies such as group homes, child welfare social workers, local mental health clinics and private therapists.

There are also several social workers within the Special Education Department (SPED) at the high school. These social workers provide support to students as deemed appropriate in their Individualized Educational Plans (IEPs). Please contact the Special Education for more information.

### **The Transitional Program**

The Transitional Program is a short-term program (up to 6 weeks) aimed at supporting academic, emotional, and social needs of students returning to school after an extended absence. A team of staff including the Intervention Coordinator/Social Worker and a tutor works with Arlington High School students who are returning to school from a hospital, day treatment, and/or extended absence due to emotional and/or medical reasons and helps students and their families with reentry and reintegration to school. The social worker provides support and crisis intervention counseling for students and families, facilitates communication between students and school personnel, therapists, and other agencies, etc. Additionally, academic support is offered through in-school tutoring, which is arranged as needed. All records of students' information are kept strictly confidential and are not a part of a student's school records.

All students returning to school following a hospitalization, safety evaluation, or extended absence, are required to attend a re-entry meeting with their parents/guardian prior to their return to school. In this meeting the student, parent/guardian(s), and appropriate school staff will discuss how the student & family feel about returning to school, make a plan for the student's return to class, and assess and plan for managing make-up work and academics in a way that feels manageable and comfortable. If the student has been hospitalized then parent/guardians are asked to bring the Discharge Summary with them to the re-entry meeting. If the student was evaluated but not admitted to the hospital, please bring a letter of safety from the doctor who did the evaluation. Any other discharge paperwork is also encouraged. **THIS IS REQUIRED DOCUMENTATION FOR REENTRY TO SCHOOL.**

### **Substance Abuse Services**

The Intervention Coordinator also provides a range of supports to students affected by substance use. Being caught with drugs or alcohol in or outside of school, or general concern from faculty, staff, or parent/guardian(s) may warrant a student being asked or required to complete an evaluation. Identified students participate in a one-hour evaluation after which the information gathered is used to determine the relative risk that this student may develop or continue to display a substance abuse problem. After this assessment students may be identified as needing a group or individual support and/or out of school support from a range of community resources. In addition to our in-school psycho-educational group, the Intervention Coordinator facilitates the Jive Turkeys, a student-named support group for teens considering making healthier decisions around their drinking and drug use. This group meets every other Wednesday after school.

## **New Courses 2015 - 2106**

**CS####Z Culinary Arts and Hospitality III**

**Gr. 11, 12**

**5 points**

Culinary Arts and Hospitality III is the third level of Culinary Arts and Hospitality at Arlington High School and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and advanced culinary skills. Part of this course will prepare the student to pass the test for ServSafe Certification as a Food Handler. Skills and content will be explored through a variety of hands-on activities, simulations, guest speakers, and field trips. We will also explore a variety of Culinary Arts Programs at the post-secondary level. **Entry Criteria: Successful completion of Culinary Arts and Hospitality I, Culinary Arts and Hospitality II, and teacher approval.**

#### **MA ##### Computer Science Principles (Gr. 10-12)**

AP Computer Science Principles provides students the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms. Students will also explore the impact that these have on science, business, and society. And finally, students will use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives.

For the 2015-2016 school year, the course will be offered at the AP level for transcript purposes only. The AP exam will not be offered until the 2016-2017 school year. **Suggested Entry Criteria:** Open to students that either complete Exploring Computer Science or Honors Computer Science. **Next course:** AP Computer Science A

#### **PA72225 Mixed Chorus 2—Curriculum A**

**Grades 9, 10**

**2.5 Points**

Mixed Chorus is a course that is open to all students with no audition requirements. Students will explore musical styles and historical periods by singing with expression, singing with technical accuracy, and performing music in four or more parts. They will demonstrate the ability to read a vocal score and develop audience skills relating to listening and responding appropriately in classroom, rehearsal, and performance settings. Attention will be given to developing proper tone, breath control, vocal range and self-confidence. Attendance at all performances is a requirement of this course. Please note this course only runs three times per rotation and the credit value is half of the full year chorus class.

#### **SC##### Advanced Placement Physics 2**

**Grades 11/12**

**5 points**

This course is designed to be the equivalent of the second half of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 2 curriculum. This involves fluids, thermodynamics, electricity & electro-magnetism., optics, and atomic physics. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum: previous high-level coursework in Kinematics, Newtonian Mechanics, Mechanical Waves and basic Electricity is assumed. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters. **Suggested Entry Criteria: (For grades 11,12) B or better in previous AP Physics 1 class or Honors Physics class, and B in previous math class, teacher recommendation.**

#### **SC##### Scientific Breakthroughs that Changed Human History**

**Grades 11/12**

**2.5 points**

Science and history typically are taught apart from one another, yet they are intimately linked. Scientists and their work can remake entire societies, while society, in turn, shapes what discoveries are made and how they are built upon. This semester-long course focuses on key scientific discoveries that changed the course of history. In several cases, we will replicate or simulate the discovery under study. In all cases, we will read a mixture of original sources, textbook passages, and popular-level essays to get a comprehensive view of each scientific breakthrough. Students will be graded on participation, a digital journal, two lab reports, two short essays, and one in-depth poster, PowerPoint presentation, or multimedia product.

#### **SC##### Introduction to Archaeology**

**Grades 11/12**

**2.5 points**

This elective course is an introduction to the field of archaeology. Students will learn basic field techniques and how to conduct an archaeological excavation. The course will explore how we can recover and interpret ancient materials spanning bone, stone, ceramics, metal, and organics. Questions that will remain in the background are: How can we reconstruct the past from material remains? What can objects tell us about people? The course will survey ancient cultures through the lens of their archaeological traces, focusing on the major themes of the origins of families, farming, and cities. This is an interdisciplinary course drawing from the fields of geology, chemistry, and biology, as well as history and anthropology. Grading will be based on quizzes/tests, lab notebook, written reflections, and a research project, paper and presentation.

**Suggested entry criteria: World History and Physical Science**

**ML5215Z Mandarin 5 – Curriculum A**

**Grade 11/12**

**5 points**

**ML5115Z Mandarin 5 – Curriculum H**

**Grade 11/12**

**5 points**

In this advanced-intermediate course, students will further develop their language skills in Mandarin through the use of authentic reading and listening materials, while practicing speaking and writing. While this course will be combined with the level 4 class, students will be expected to do more challenging projects and in-depth work on a variety of topics and the teacher will diversify the grading according to the level assigned to the student at time of course placement.

**ML3220Z Italian 3 – Curriculum A**

**Grade 11/ 12**

**5 points**

**ML3120Z Italian 3 – Curriculum H**

**Grade 11/12**

**5 points**

In this third year course, students build off of and expand upon knowledge acquired in Italian 2. They develop intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of Italian culture.

At the end of the year, students will be able to...

- carry on intermediate conversations on a variety of topics.
- describe past, future, and hypothetical events using correct language structures.
- write on a variety of basic topics in grammatically-accurate Italian.
- recognize the different Italian regions and discuss important cultural differences.
- achieve an “Intermediate Mid” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

Successful completion of Italian 2H with a grade of B- or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Italian 2H with a grade of C- or above and teacher recommendation.

**ML1211Z Spanish for Conversation (Novice-2) – Curriculum B      5 points**

A continuation of Spanish for Conversation (Novice-1), this course emphasizes the practical applications of Spanish. All topics are rooted in real-world situations to help students develop meaningful conversational skills. Students also broaden their understanding of Hispanic culture in the United States and the importance of Spanish worldwide. This course is open to students enrolled in the Workplace program. Admission by students not enrolled in Workplace requires approval from the Principal and the Director of World Language. *Upon successful completion of this course, students may enroll in Spanish 2A or H, depending on teacher recommendation.*

**Digital Language Courses – Curriculum H**

**5 Points**

Students who are interested in learning a language that is not currently offered at Arlington High School may enroll in an online course through Brigham and Young University’s Independent Study program. While students will work independently, the course will be supervised by a World Language teacher who will monitor students’ progress and provide assistance when possible. Students are expected to pay a fee to Brigham and Young University before the school year begins to reserve their place in the course. Students may also be required to purchase a textbook for their course. Students must consult with the World Language Director prior to enrolling in

a course.

Newly Added Courses:

Arabic 2 - Part 2

American Sign Language 2 Part 1

American Sign Language 2 - Part 1

American Sign Language 2 - Part 2

#### **PA#### Ukulele Ensemble**

**Grades 9, 10, 11, 12**

**5 Points**

In this hands-on class, students will learn to play the ukulele and perform popular songs. Mandolin and banjo players welcome! Students must bring their own instrument to class daily and may rent an instrument if needed.

#### **PA#### Rock Band**

**Grades 9, 10, 11, 12**

**5 Points**

In this hands-on class, students will learn and perform classic and contemporary rock tunes. Students must bring their own instrument to class daily. (Drum set will be provided). Rhythm guitar, bass guitar, keyboard players and percussionists are welcome.

### **English Language Arts**

English classes are designed to foster clear thinking, thoughtful discussion, respectful collaboration, active listening and the improvement of student writing and reading. Each course provides opportunities for students to work with language—as readers, writers, and thinkers. Student writing will be kept in a portfolio to help students monitor their own progress.

	<b>AP</b>	<b>Curriculum H</b>	<b>Curriculum A</b>	<b>Heterogeneous</b>
<b>Grade 9</b>		EN1105Z Foundations of English	EN1110Z Foundations of English EN1111Z Foundations of English: Double Block	
<b>Grade 10</b>		EN2105Z Literary Heritage	EN2110Z Literary Heritage	
<b>Grade 11</b>	EN3000Z AP Language and Composition	EN3105Z American Literature	EN3110Z American Literature	EN7275Z Public Speaking
<b>Grade 12</b>	EN4000Z AP Literature and Composition	All Senior electives are offered as heterogeneous courses. <i>** Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.</i>		EN 4265Z World Lit & Humanities  EN4266Z Memoir, Poetry and Fiction: Creating Literary Forms  EN7281Z Missing Voices, Other Cultures  EN7265Z British

				Literature
				EN7275Z Public Speaking

- **Graduation Requirement:** All students must pass English 9, 10, 11, and 12. Students who fail English 9 or 10 must master the course material prior to entering the next course in the sequence.
- **Levels:** English courses are offered at two levels in the freshman and sophomore years. At the eleventh and twelfth grades, an Advanced Placement course is also offered. All students enrolled in AP courses must take the AP exam in May.
- **Curriculum H level:** Honors classes require certain academic strengths and habits of mind. Students should demonstrate clear enjoyment of the written language as evidenced through a love of reading and writing; the student should be able to read challenging texts independently and write carefully considered essays with limited teacher direction. Students need to be able to reason abstractly and think symbolically, take responsibility for their learning, and appreciate their important role as members of a learning community.
- **Heterogeneous courses (GR 11 and 12 electives)–** Students can earn Honors credit in these courses through more challenging research and project work.
- **Entry Criteria for Grade 9 Honors English:** Primary among the considerations for entry into the ninth grade honors course is the recommendation of the eighth grade teacher. A student's current teacher understands his or her academic strengths and unique learning style.
- **Grade 11 English Requirement:** American Literature is a required course for all juniors except those who select AP Language and Composition.
- **Grade 12 English Requirement:** A full year of English must be selected in Grade 12. Students who take more than one English course should carefully consider the reading and writing requirements of courses since all English courses require a serious time commitment.
- **Summer Reading:** All English courses have required summer reading. A complete list of the titles for each course will be available in June through school offices and on line. Summer reading will be tested during the first full week of school in September.
- **Senior Electives:** With the exception of AP Language and Literature, all senior electives are heterogeneously grouped. Students may elect to earn honors credit in September.

### English 9: Foundations of English

**EN1105Z Foundations of English—Curriculum H**

**Grade 9 5 Points**

**EN1110Z Foundations of English—Curriculum A**

**Grade 9 5 Points**

This course is designed to provide a foundation for success in the entire high school English program. To develop this foundation, students read classic and contemporary works, apply reading strategies, develop skills of literary analysis, and broaden their knowledge of literary terms. The course involves the careful reading and discussion of major literary genres including poetry, non-fiction, drama, the short story, and the novel. Core works include Homer's *The Odyssey*, William Shakespeare's *Romeo and Juliet*, and William Golding's *Lord of the Flies*. Students compose literary analyses and expository essays with a clear focus, logically related ideas and supporting detail, such as textual evidence, to uphold their arguments. In creative writing, students work to develop a strong voice and to integrate literary elements, such as figurative language, characterization, and narrative structure. Students will use their knowledge of the standard conventions of the English language to revise and edit their work. Students will be encouraged to become active participants in the classroom through student-centered discussions and oral presentations. To foster a positive attitude toward learning and to support students as they assume responsibility for their progress, the course will provide instruction in critical thinking, reading strategies, and effective study habits. Other emphases include grammar and vocabulary development.

### English 10: Literary Heritage

**EN2105Z Literary Heritage-Curriculum H**

**Grade 10 5 Points**

**EN2110Z Literary Heritage-Curriculum A**

**Grade 10 5 Points**

English 10 is a full year course working from and further developing those skills gained in ninth grade. Focusing on a variety of works of literature, students explore how characters develop through relationships and conflicts. Among other works read are Shakespeare's *Macbeth*, John Knowles's *A Separate Peace* and Ray Bradbury's *Fahrenheit 451*. Students read, analyze, and write poetry. Students write creative and analytical essays for each major genre studied, integrating evidence and quotations from texts into their writing. As part of the writing process, students utilize peer editing to extend their essays in both length and detail. Students maintain a reflective writing portfolio to monitor their growth as writers and thinkers. Students continue to work on building vocabulary, using technology for research, learning and reviewing grammar fundamentals, public speaking, and understanding literary elements and genres. Test-taking strategies are cultivated to prepare for the English Language Arts MCAS exam given in the spring of sophomore year. Students who elect to study at the Curriculum H level should expect a highly rigorous workload including more independent reading, more substantial homework and closer scrutiny of writing pieces. Curriculum H level students should be comfortable moving from concrete to abstract thinking both in literature and their own writing.

### English 11: American Literature

#### EN3105Z American Literature-Curriculum H

**Grade 11 5 Points**

#### EN3110Z American Literature-Curriculum A

**Grade 11 5 points**

The English 11 full-year American Literature program is a survey of major American writers from colonial times to the modern day. Core texts include: *The Scarlet Letter*, *The Crucible*, *Ethan Frome*, *The Great Gatsby*, as well as Steinbeck's *Of Mice and Men* or *The Grapes of Wrath*. These works are richly supplemented by various short stories, poems and essays as teachers emphasize close reading of texts, use of evidence and detail in writing and research. Students explore the essential questions: "*What does it mean to be American?*" and, "*How does the American Dream change over particular literary and historical periods?*" Students write critical and creative papers related to each work studied, broaden their vocabulary to prepare for the PSAT and SAT exams, and learn more sophisticated sentence structure while working on correct usage and mechanics. Students maintain a cumulative writing portfolio for reflecting on their writing growth.

#### EN 3000Z Advanced Placement Language and Composition AP Grade 11 5 Points

AP Language and Composition is intended for juniors who have demonstrated proficiency in composition and literary analysis and are ready to engage in college-level study of more sophisticated writing and effective rhetoric. The course will emphasize an awareness of purpose and audience, the tools of effective argument, the elements of style, and the use (and misuse) of language. Although students will read the core texts of the American Literature canon, such as *The Scarlet Letter*, *The Great Gatsby*, *The Grapes of Wrath*, and *The Crucible*, greater emphasis will be given to classic essays, speeches, political tracts, and literary criticism from such authors as Benjamin Franklin, Frederick Douglass, Henry David Thoreau, Eudora Welty, Malcolm X, Martin Luther King, Jr., Maya Angelou, Susan Sontag, and John Updike. Through close analysis of these texts, students will develop their expository, analytical, and argumentative writing skills. AP students will be expected to read deeply, prepare oral presentations, teach lessons, and frequently participate in debates. Students will also enrich their vocabulary in preparation for the SAT.

**Entry Criteria:** recommendation of sophomore year English teacher and completion of the AP Language and Composition summer reading packet. AP students are required to take the College Board's National Advanced Placement Language and Composition examination in May.

### English Grade 12

In order to graduate, students must enroll in and pass a full year of senior English. In the fall, students will spend time on the composition of the college essay and review for the final administration of the SAT. All courses will include regular writing assignments and a variety of reading experiences.

#### EN4000Z AP Literature and Composition

**Grade 12 5 Points**

Advanced Placement Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated and imaginative literature. By reading fully and deliberately, by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue

ideas clearly, precisely and elegantly in essays of critical analysis. The assignments will be predominantly analytical and require students to demonstrate close reading of a text. Some works that will be studied include *Oedipus Rex*, *Heart of Darkness*, *Frankenstein*, a novel by Toni Morrison, the plays of William Shakespeare, and a rich variety of poetry from many cultures and time periods. Advanced Placement students are required to take the College Board's National Advanced Placement Test in May.

#### **EN4265Z World Literature and Humanities**

**Grade 12     5 Points**

In looking at literature and art from a variety of cultures, students will gain a sense of the similarities that have driven human beings throughout time, as well as the particular cultural and artistic approaches that have emerged from specific times and places. Focusing on classic work from the Western Tradition, the course will also investigate contemporary literature and art from countries throughout the world. Analytic papers, personal essays, and presentations will give students the opportunity to develop their voices as writers. Students will read a variety of work—drama, poetry, fiction—by authors such as Shakespeare, Yeats, Camus, Ibsen, and Sophocles, among others.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

#### **EN4266Z Memoir, Poetry and Fiction: Reading and Creating Literary Forms**

**Grade 12     5 Points**

Students in this course will have the opportunity to find their creative voices in three distinct areas. The college essay will begin a study of memoir; students will then study poetry, and finally the short story. In each case, writing will be informed by both classic and contemporary literature. Memoirs by David Sedaris, Dave Eggers, Jeannette Walls; poetry by authors ranging from William Shakespeare to Robert Frost to Billy Collins; and short stories by a variety of authors will all give shape and texture to the literary forms that students will write. Students will create a writing project as the culmination of the year's work.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

#### **EN7281Z ELA Missing Voices, Other Cultures**

**Grade 12     5 Points**

Literature often tells us about people whose lives are informed by the societies in which they live. Whether defined by race or culture, exclusion or inclusion, power or weakness, characters in literature can help us to see how society shapes both behavior and motivation. Students in this course will hear the voices of people who have had to work to be heard, whether it is because of gender, beliefs, family background, political realities, or other issues that have caused them to speak out as a means of defining themselves. Students will write regularly in this course; analytical essays, personal essays, and formal presentations will offer students opportunities to hone the writing skills they have been working on throughout their high school years.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

#### **EN7265Z British Literature**

**Grade 12     5 Points**

This full-year course surveys British Literature from its roots in pre-Norman England to present. Literary works include prose such as *Frankenstein*, *Hamlet* and *Brave New World*, as well as poetry by John Donne, Petrarch, William Shakespeare, John Milton, Dylan Thomas, Seamus Heaney, and the anonymous author of *Beowulf*. This study, while still comprehensive, will be focused. Students will examine the evolution of the English language from Old English through Modern English, the roles of heroes and heroines and the adversities they face, how characters, plots, settings, and themes both reflect and influence the cultures on which they are based, why they continue to influence and shape our current society and the idea of a dystopia and altered levels of consciousness. In the spirit of this study, students will analyze these ideas and create their own work based on what they have learned.

Although this course is primarily a study of literature, there is a strong emphasis on all forms of communication, particularly those forms of communication that are critical to a young adult graduating from high school. Students can expect to complete the college essay in the first term, a unit on debate in the second term, and a senior research paper in the fourth term.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

## **EN7275Z Public Speaking Semester Course Gr. 10-12 2.5 Points**

Students are provided with skills to strengthen performance as persuasive communicators, problem-solvers and problem- solvers. Students learn and practice various forms of speeches including demonstration, motivational, informative and persuasive speech. Opportunities for practice in public speaking are provided through formal and informal debates, class presentations, impromptu deliveries, videotapes, Power Point presentations, and peer evaluations. As their skills are developed, students will increase their confidence and enthusiasm as public speakers and writers. ***This course does not count toward the four year English requirement.***

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

## **English Learner Education (ELL)**

The primary goal of the English Language Learner Program is to enable the English Language Learner to achieve communicative and linguistic competence in English and to perform in academic content classrooms with high expectations. The core classes are divided into three levels, Entering/Emerging (ESL 1), Developing/Expanding (ESL II), Expanding/Bridging (ESL III). At each level the four major aspects of language (speaking, listening, reading, and writing) will be mastered before moving to the next level. Students practice all language skills in English and learn essential vocabulary and background information to foster success in content areas across the curriculum.

**\*ENGLISH AS A SECOND LANGUAGE PLACEMENT HAVE PREREQUISTIES AND MUST GO THROUGH A PLACEMENT EXAM AND COMPLY WITH DEPARTMENT GUIDELINES\***

	<b>Required Language Class</b>
<b>ESL Level 1 – Entering/Emerging</b>	EL1000Z ESL Level 1A – Entering EL1001Z ESL Level 1B – Emerging
<b>ESL Level II – Developing/Expanding</b>	EL2000Z ESL Level IIA – Developing EL2001Z ESL Level IIB -- Expanding
<b>ESL Level III – Expanding/Bridging</b>	EL3000Z ESL III – Expanding/Bridging

### **ESL Level 1 – Entering/Emerging**

This course is designed for students with limited or no English language proficiency. All four areas of language acquisition are emphasized. Listening, speaking, reading, and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.

### **ESL Level II – Developing/Expanding**

This course is designed for students with early intermediate-intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-

based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.

### ESL III – Expanding/Bridging (One block--full year)

This course is designed for students with advanced English language proficiency, in need of an additional year of English language development support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through independent use of reading strategies to authentic literature and students own independent reading. This course is taken in conjunction with a grade appropriate English course.

## Family and Consumer Sciences

All courses in the Department of Family and Consumer Sciences address Massachusetts Health Frameworks Standards as well as National Standards for Family and Consumer Sciences. Family and Consumer Sciences is all about “learning for living.” We offer courses to help young men and women develop a variety of personal and career skills. Some classes are in laboratory settings that provide opportunities for learning by demonstration, practical hands-on experiences, observation and discussion. These courses encourage accomplishment through work in small groups and in individual projects. The skills learned in our classes will be useful to students now and throughout their lives.

	Curriculum H	Heterogeneous
<b>Grade 9 - 12</b>		CS2241Z Early Childhood Education I CS1920Z Interior and Fashion Design I CS2305Z Culinary Arts and Hospitality I
<b>Grades 10 - 12</b>		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2305Z Culinary Arts and Hospitality I CS3305Z Culinary Arts and Hospitality II TE3930 Introduction to Wood Technology
<b>Grades 11, 12</b>	CS4241Z Early Childhood Education Practicum	CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2305Z Culinary Arts and Hospitality I CS3305Z Culinary Arts and Hospitality II TE3930 Introduction to Wood Technology CS#### Culinary Arts and Hospitality III
<b>Grade 12</b>	CS4241Z Early Childhood Education Practicum IN7699Z Capstone: Early Childhood Internship IN7799Z Capstone: Early Childhood	CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2305Z Culinary Arts and Hospitality I CS3305Z Culinary Arts and Hospitality II TE3930 Introduction to Wood Technology CS#### Culinary Arts and Hospitality III

	Internship (10 credits) CS#### Culinary Arts and Hospitality Internship 5 credits CS#### Culinary Arts and Hospitality Internship 10 credits	
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### Child Development Studies

These courses are designed for students interested in studying Early Childhood in college or pursuing careers working with young children such as early childhood or elementary school teachers, daycare providers, child psychologists, pediatricians, or social workers. Students will learn about the development of children through a variety of classroom and preschool lab activities. Students will gain invaluable experience and insight into the roles of parents, teachers, and other professional who work with young children.

Students who complete the course requirements for Early Childhood Education I, Early Childhood Education II, and Early Childhood Education Practicum meet the requirements for EEC (Office for Early Education and Care) certification. This certification allows individuals to work in private early childhood programs as teachers. Students will be awarded a letter documenting their participation upon completion of requirements.

It is strongly recommended that all students who are interested in achieving the EEC certification fulfill their Art requirement freshman year. The course sequence necessary for the certification can and should be taken during Grades 10, 11, and 12.

#### **CS2241Z Early Childhood Education I**

**Grades 9, 10, 11, 12**

**5 Points**

Although all students are welcome, this elective course is especially designed for students who are interested in pursuing careers in early childhood and elementary education and care or other fields working with children. Students study the development of children from birth to age 5 with a strong emphasis on early childhood curriculum and programs. There will be a focus on current research of brain development, different learning styles, and theories of development, teaching, and learning. The study of children will be accomplished through class readings and discussion, research projects, observations in early childhood programs, media presentations, and hands-on experience working with three and four year old children in Menotomy Preschool. Students apply their knowledge of developmentally appropriate activities for young children by planning, implementing, and evaluating activities for the preschool children in all curriculum areas.

#### **CS3243Z Early Childhood Education II**

**Grades 11, 12**

**5 Points**

This challenging and rewarding class gives you the opportunity to begin working with children in Menotomy Preschool on a regular basis. You will write and implement lesson plans, create educational games, teach simple math, language arts, social studies and science concepts, explore music and movement activities, and develop creativity through art. You will apply these skills directly with the children on a rotating basis every other week. Bi-weekly class discussions and planning times give you the opportunity to evaluate your progress, discuss the children's growth and needs, and continue planning for the next teaching session. **Entry Criteria:** Successful completion of Early Childhood Education I and Lead Teacher approval.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

#### **CS4241Z Early Childhood Education Practicum**

**Grade 12**

**5 Points**

This course is for students who have already taken Early Childhood Education I and II and are ready for considerable responsibility applying and practicing their teaching skills in the preschool on a regular basis. You will experience the fun and challenge of working with three and four year old children in the Menotomy Preschool Program as you become involved in all aspects of preschool teaching including planning and implementing

activities with the children, interacting with them, and supervising and ensuring their safety. This course provides an invaluable opportunity for first-hand experience in teaching for those students who are planning to enter the field of childcare after high school or who will pursue a college degree in education or another child related field.

**Entry Criteria:** Successful completion of Early Childhood Education II and Lead Teacher approval.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

**IN7699Z Early Childhood Education Internship**

**Grade 12 5 Point**

**IN7799Z Early Childhood Education Internship**

**Grade 12 10 Points**

Students who have already completed three years of Early Childhood Education courses, or who are enrolling in the Early Childhood Practicum course as seniors, may choose to do an internship in an elementary school classroom. Students who enroll in this program will work out a school placement and a project plan with the ECE teacher in early fall and will then spend the school year working in an elementary or preschool classroom. Students will need flexibility in their schedule in order to schedule this internship around their other high school courses. Credits will depend on number of hours spent in Internship site.

**Entry Criteria:** Successful completion of Early Childhood Education I, Early Childhood Education II, and Early Childhood Practicum, as well as teacher approval.

### **Foods, Hospitality, and Tourism Career Paths**

The exciting worlds of hospitality and tourism are two of the fastest growing and most exciting industries in the world today. This encompasses more than 15 related industries including food service, travel, tourism, and lodging services. This program will give students the opportunity to explore and research the career paths available and participate in shadow programs for a first-hand look at what the professionals in these industries actually do on the job. Students will be given a broad overview of these career paths in the grade 9 course. In the following years, students will have the option of concentrating their studies in a specific related career path.

 **CS2350Z Culinary Arts and Hospitality I**

**Gr. 9, 10, 11, 12 5 Points**

In this course, you will learn food preparation skills for both home and in the hospitality industry. Explore the wide range of career and business opportunities available in this billion dollar industry. Through foods labs, a variety of hands-on activities, discussions, field trips, guest speakers, readings, and research projects. Learn how to prepare healthy foods, fun menus, arranging trips, planning events, and comparing features of all areas of the hospitality and tourism industry. Walk out of this class with the skills necessary to get an entry level job in the field and find out what this industry can offer you as you consider your future career options. In addition, the foods and nutrition units of this course provide opportunities for students to develop skills in food preparation techniques, meal planning, consumerism, and nutrition planning. Students will be evaluated through a variety of foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts.

 **CS3305Z Culinary Arts and Hospitality II**

**Gr. 10, 11, 12 5 Points**

This elective course is for students who have taken Culinary Arts and Hospitality I and are interested in pursuing a career in the hospitality field. There will continue to be a focus on the wide range of career and business opportunities available in this field, with a concentration on marketing, planning and research in the hospitality and tourism industry. Students will engage in product development, learn to prepare some recipes in the production method style, and will analyze nutritional content of foods and recipes through the use of technology. Students will be evaluated through a variety of foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts

**Entry Criteria: Successful completion of Culinary Arts and Hospitality I**

**Culinary Arts and Hospitality III**

**Gr. 11, 12**

**5 points**

Culinary Arts and Hospitality III is the third level of Culinary Arts and Hospitality at Arlington High School and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the

principles of safety and sanitation, food preparation skills, and advanced culinary skills. Part of this course will prepare the student to pass the test for ServSafe Certification as a Food Handler. Skills and content will be explored through a variety of hands-on activities, simulations, guest speakers, and field trips. We will also explore a variety of Culinary Arts Programs at the post-secondary level. **Entry Criteria: Successful completion of Culinary Arts and Hospitality I, Culinary Arts and Hospitality II, and teacher approval.**

## Young Adult Living and Consumer Education

### **CS4311Z Personal Finance and Consumer Savvy Semester Grades 11-12 2.5 Points**

Through this course, students will increase their understanding of personal finance concepts while developing critical thinking skills with respect to financial planning and decision making. Students will learn how to manage their personal finances including budgeting, banking, investing, borrowing (including college loans), saving, and the use of credit to meet their short and long term goals.

Students will learn about consumer laws that protect them from fraud and analyze the role of media in consumer advocacy. They will learn how to be savvy consumers who can understand the strategies that advertisers use entice us into spending our money.

Students will gain an understanding of how decisions they make early in their adult lives can impact many aspects of their future in regards:

- Factors that influence establishing and maintaining a good credit rating
- The effect of consumer credit in long-term financial planning
- How and what they post on social networking sites can affect future employment opportunities

Students will practice these skills through exercises, case studies, and projects with the goal of applying the knowledge gained to their personal financial and professional plans. The objective of the course is to prepare students to become financially responsible, independent, and informed consumers. They will develop the knowledge, skills, and confidence to take charge of their financial and professional future.

Specific topics that will be covered include: an overview of the financial planning process, goal-setting, cash flow management, financial statements, income taxes, banking, credit and debt, identity theft, predatory lending, insurance, the time value of money and compound interest, investing, investment products, renting and home buying, making large purchases (ex. automobiles) long term planning, college loans, social networking and consumer rights and responsibilities.

### **CS3920Z College Survival Skills: One Step Ahead Semester Gr. 11, 12 2.5 Credits**

College is a new adventure, this course will prepare you to transition and meet the challenges ahead with ease. As you embark on your next big journey, your college experience, be the driver and put into your suitcase a toolkit enabling you to be in charge of your destination. This course is designed to help you make a successful transition between home and college life. Emphasis will be placed on the life skills necessary for surviving and thriving on your own. Come and explore the paths successful people took to fulfilling and happy lives and begin to determine your own definition of success. Learn how to work your way through the college maze from applications to acceptances. Gain strategies for dealing with some of the emotional turmoils you may face from homesickness to roommate relations. Practice effective communication, assertiveness and conflict resolution techniques. Gain a solid foundation of how to manage your personal finances. Stress is an inevitable part of life and learning how to keep it under control and manage it through the "big three"--nutrition, exercise and sleep" is important as well as getting a handle on your time management and study tactics. Discussions will be held on personal safety on

campus as well in your personal relationships. Come and pack your toolkit to be ready for this next big journey of your life!

## Interior Design

Are you creative? Do you have a flair for design? Do you find yourself examining room designs and fashions and thinking of ways you would add your own creative touch? If you do, then Interior Design and Fashion Design are for you. Come explore color theory and the elements and principles of design as they apply to room interiors and fashion. Use your talents and skills to discover the designer in you. These courses are elected in tandem and can be elected for two years, the second year at an advanced level.

**\*\*Fashion and Interior Design Courses fulfill the  
Fine Arts graduation requirements.\*\***



### **CS1921Z Interior and Fashion Design I**

**Grades 9, 10, 11, 12**

**5 Points**

The first half of this course enables students to explore their creativity in the field of Interior Design by focusing on color, the elements and principles of design, room arrangements and floor planning. Students will gain an appreciation of the design fundamentals that form the foundation for which all design is judged. Opportunities for using computer aided design software will be available. Students will learn how to manipulate and apply the tools of design in a variety of situations in the home to create beautiful environments through hands-on projects, field trips, and guest speakers. The second half of this course will focus on fashion where students will develop an awareness of the role of clothing, textiles and fashion in our daily lives. The social, psychological, cultural and environmental aspects of clothing will be explored along with marketing strategies. Students will learn theory and will develop and apply their design skills through a variety of hands-on projects and experiences. They will explore the different career paths available to them in the fields of Interior and Fashion Design through field trips, guest speakers, and shadow experiences.



### **CS2921Z Interior and Fashion Design II**

**Grades 10, 11, 12**

**5 Points**

Students will apply more advanced design techniques as they create more complex room designs. 3-D home design software will be used to apply the knowledge and skills obtained in the introductory course for designing more sophisticated room environments. The study of background materials, lighting, flooring, furniture and architectural styles will be explored. Students will design their own line of clothing and accessories along with a marketing plan to promote their products using technology to facilitate this process. Students will study merchandising and the various careers related to fashion, merchandising, and design. Students will continue to explore the various career paths available in these areas and will be provided an opportunity to participate in shadow experiences. **Entry Criteria:** Successful completion of CS1920 Interior and Fashion Design I.



### **Heterogeneous Courses**

#### **CS3930 Introduction to Wood Technology**

**Grades 9,10,11,12**

**5 points**

This course stresses the safe and skillful operations of common woodworking tools and machines and is designed to help students understand the manufacturing process as it relates to technology today. The 'hands on' project oriented operations will enable students to develop transferable skills that will serve them long after graduation.

## **HISTORY & SOCIAL SCIENCES**

The History and Social Sciences Department of Arlington High School seeks to educate students to value a critical understanding of the role of historical perspective in the modern world. This is achieved through a reflective and often collaborative study of the disciplines of history, geography, law, psychology, economics, and government.

### Required Courses:

All students must take and pass Modern World History and United States History I and II in order to graduate from Arlington High School. AP US History may take the place of United States History II.

LEVELS	HONORS/Advanced Placement	Curriculum A	Curriculum B
Grade 9	SS1105Z Modern World History	SS1110Z Modern World History	SS1320Z Modern World History
Grade 10	SS2105Z United States History I	SS2210Z United States History I	SS2320Z United States History I
Grade 11	SS4000Z US History AP OR SS3105Z US History II H	SS3110Z United States History II	SS3320Z United States History II

#### Grade 9:

<b>SS1105Z Modern World History Honors</b>	<b>Grade 9</b>	<b>5 Points</b>
<b>SS1110Z Modern World History Curriculum A</b>	<b>Grade 9</b>	<b>5 Points</b>
<b>SS1320Z Modern World History Curriculum B</b>	<b>Grade 9</b>	<b>5 Points</b>

The World History course is the first year in a four-year honors sequence. The course aligns with the 2003 History and Social Sciences Framework. Students study major historical events in 19<sup>th</sup> century and 20<sup>th</sup> century World History. Among the events studied are the rise of the nation state, nationalism, political revolutions, Industrialism, Imperialism in Africa, Asia and the Americas, world wars, economic depression, the major Isms of the 20<sup>th</sup> century, Cold War and the multiple conflicts in an increasingly interdependent world.

#### Grade 10:

<b>SS2105Z United States History I Honors</b>	<b>Grade 10</b>	<b>5 Points</b>
<b>SS2210Z United States History I Curriculum A</b>	<b>Grade 10</b>	<b>5 Points</b>
<b>SS2320Z United States History I Curriculum B</b>	<b>Grade 10</b>	<b>5 Points</b>

The United States History I course aligns with the 2003 History and Social Sciences Framework and prepares students for the History MCAS examination. Students examine the historical and intellectual origins of the United States during the colonial, Revolutionary, and Constitutional eras. Students trace the development of Westward Expansion, the establishment of political parties, the increase in economic and social change and the impact of the voices of Women, African Americans, Native Americans and Immigrants. Finally, students study the growth of sectional conflict and the Civil War and Reconstruction.

#### Grade 11:

<b>SS4000Z AP United States History</b>	<b>AP</b>	<b>Grade 11</b>	<b>5 Points</b>
<b>SS3105Z United States History II</b>	<b>Honors</b>	<b>Grade 11</b>	<b>5 Points</b>
<b>SS3110Z United States History II</b>	<b>Curriculum A</b>	<b>Grade 11</b>	<b>5 Points</b>
<b>SS3320Z United States History II</b>	<b>Curriculum B</b>	<b>Grade 11</b>	<b>5 Points</b>

The United States History II course aligns with the 2003 History and Social Sciences Framework and prepares students for the History MCAS examination. Students will analyze: the Industrial Revolution, America's role in the world, Populism, Progressivism, the New Deal and Great Society, the world wars, the Cold War, Civil Rights and Women's movements and the post Cold War era. Students selecting the AP US History course must take the College Board AP US History course in May in order to receive AP credit for the class.

**ELECTIVE OFFERINGS: All electives are open to grade 11 and grade 12 students**


<b>LEVELS</b>	<b>Advanced Placement</b>	<b>Heterogeneous</b>
Grades 11, 12	SS4400Z AP European History  SS7000Z AP Psychology  SS7196Z Economic Ideas and Policy (Dual Enrollment with Syracuse)  SS7801Z An Introduction to the Analysis of Public Policy (AP Weight / Dual Enrollment with Syracuse)  SS7800Z AP United States Government and Politics	SS7253Z Symposium on Current World Issues  SS7298Z American Law  SS7295Z Introduction to Economics  SS7280Z Race, Society, and Identity

**SS4400Z AP European History AP                      Grades 11, 12                      5 Points**

AP Modern European History focuses on European history from the Renaissance to the present. Coursework includes analysis of historical documents, essay writing, oral projects, and examination of document-based questions. This course is designed to prepare students for the Advanced Placement Modern European History Exam by making demands upon them equivalent to that of an introductory college course. Students who are highly motivated and have a strong interest in European history should take this course. Students will be required to take the AP examination in May.

**7000Z AP Psychology    Grades 11, 12                      5 Points**

Advanced Placement Psychology is a full-year course that is the equivalent to a one-semester introductory college course in psychology. This course will give students a better understanding of why people think and behave as they do. AP Psychology will introduce students to the discipline of psychology as a science, the different theoretical explanations of behavior, contemporary research methods used by psychologists, biological bases of behavior, personality, disorders and therapeutic processes, memory, thinking and learning, and much more. Students will be required to take the AP examination in May. **Note: this course may be taken by 11<sup>th</sup> grade students in addition to AP US History or US History II, but not instead of AP US History or US History II.**

 <b>SS7298Z American Law (semester)</b>	<b>Grades 11, 12</b>	<b>2.5 Points</b>
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This course examines the fascinating areas of criminal, civil, and constitutional law. Major emphasis is placed upon understanding one's legal rights and responsibilities both inside and outside of school. The specialized areas of criminal justice and the court system receive considerable attention and provide students with a general knowledge of their rights and civic duties. Debate, discussion and mock trials will be heavily utilized to examine current legal issues and important court cases. Topics include homicide, conflict resolution, search and seizure, race and gender discrimination, and property crimes.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*



### **SS7253Z Symposium on Current World Issues**

**Grades 11, 12**

**5 Points**

This course is designed for highly motivated students with excellent critical thinking and writing skills. A small, highly energized group of twenty students working together in a symposium format will select important problems facing the global community and will conduct in-depth research and analysis of these topics. The range of topics may include current issues such as the Middle East crisis, nuclear proliferation, crimes against humanity, important elections, and domestic issues facing the United States. Considering these topics, the goal of the class is to produce tangible products which will serve the larger school community. The class will also be involved in speech and debate, diplomatic simulations, and educational teach-ins.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*



### **SS7280Z Race, Society, and Identity Curriculum A**

**Grades 11, 12**

**2.5 Points**

This course will explore concepts of race and identity in society and our own lives. All Americans are affected by racism as our history has built a troubling foundation of privilege and scorn. We will analyze contemporary and historical events to make connections between the ideology of race and the reality of racism.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

### **SS7196Z Economic Ideas and Policy (Syracuse Dual Enrollment) Grades 11, 12**

**2.5 Points**

Students will undertake an in depth study of micro and macro economics. In microeconomics students will analyze why people make choices, the market coordination that occurs due to individual choices, market issues that arise due to individual choice, and the potential need for government involvement in the economy. With this foundation in place, the students will examine macro economics, in which they will consider the potential options the government may use to intervene in the market. Finally the students will partake in a global study in which they learn the potential positives and negatives of free trade.

*\*\*Students will have an option of electing to take the course for 3 undergraduate credits from Syracuse University at a cost of \$300, which must be paid for by the student.*



### **SS7295Z Introduction to Economics**

**Grades 11, 12**

**2.5 Points**

Students will examine the principles of micro and macro economics. In particular they will examine the powers of the Federal Reserve and federal government, scrutinizing the economic theories employed by Democratic and the Republican parties. The students will create a business to engage in a detail study of issues that arise at the business level. The class concludes with an examination of the role of the consumer; here students learn personal finance life skills such as making a budget, learning wise shopping strategies, learning how to achieve a strong credit score, how to avoid credit card debt, and how to save for retirement.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

### **SS7800Z An Introduction to the Analysis of Public Policy (AP weight/ Syracuse Dual Enrollment)**

**Grades 11, 12**

**2.5 credits**

This course is designed to provide students with basic research, communication, and decision-making skills used in public policy analysis. Students will develop a range of applied social science skills that will help them to make more informed choices as citizens, as workers, and as consumers. While studying particular public policy issues, students will practice collecting information and will examine the use of graphs, tables, statistics, surveys, and other informal interviewing procedures. In addition, students will identify a social problem and come up with a proposed public policy to deal with it. They will forecast the impact of that policy on societal conditions, analyze the political factors affecting the policy, and develop strategies to implement the proposed public policy. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay the (heavily discounted) fee of \$330 (\$110 for Free/Reduced lunch recipients) for three SU credits to receive a Syracuse University transcript. Typically, colleges will accept the Syracuse credits with a grade for transfer credit. More info on the course can be found here: <http://supa.syr.edu/courses/subject-list.php?subjectid=41>.

## SS7801Z AP United States Government and Politics

Grades 11, 12      2.5 credits

US Government and Politics is the study of the United States national government's policies, institutions, and foundations. Topics include:

- constitutional theories forming the basis of government
- political beliefs and behaviors
- political parties, interest groups, and the mass media
- the Congress, presidency, bureaucracy, and Federal court system
- public policy
- civil rights and civil liberties

This course gives students an analytical perspective on American government and politics that prepares them to take the AP US Government and Politics exam. The course is taught with college-level texts. It is a rigorous, intensive, fall semester class. Students will be expected to study on their own to prepare to take the AP Exam in May after the conclusion of the course in January.



### **Heterogeneous Course**

## Mathematics

The course sequences in the chart below represent the traditional progression at each level. However, students may take courses at any grade, just not out of sequence. For example, a student may take Algebra I as a senior or Calculus as a tenth grader, depending upon preparation. However, **students must complete Algebra I, Geometry, and Algebra II, or their equivalent, before advancing to other math courses.** The electives offered as listings in the Mathematics Department do not satisfy mathematics distribution graduation requirements.

	Curriculum H or AP	Curriculum A or Heterogeneous	Curriculum B
<b>Grade 9</b>	MA1105Z Geometry H	MA1215Z Algebra I A MA2215Z Geometry A	MA1327Z Algebra I B
<b>Grade 10</b>	MA2105Z Algebra II H	MA2215Z Geometry A MA3215Z Algebra II A	MA2327Z Geometry B
<b>Grade 11</b>	MA3105Z Pre-Calculus H	MA3215Z Algebra II A MA3110Z Pre-Calculus A	MA3321Z Algebra II B
<b>Grade 12</b>	MA4000Z AP Calculus AB MA4005Z AP Calculus BC MA4105Z Calculus Honors MA 4100Z AP Statistics	MA3110Z Pre-Calculus A MA4125Z Statistics A MA4315Z Quantitative Reasoning A	MA4316Z Quantitative Reasoning B
<b>Electives</b>			
<b>Computer Science</b>	MA 7405Z Computer Science Honors (Gr. 9-12)  MA ##### Computer Science Principles(Gr. 10-12)  MA 7410Z AP Computer Science A (Gr. 10-12)	MA7400Z Exploring Computer Science (Gr. 9-12)  IN9915Z Independent Study in Computer Science (Semester long)	
<b>Computer Aided Drafting and Design (C.A.D.D)</b>	All electives are offered as heterogeneous courses.  Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.	MA7251Z C.A.D.D. I (Intro course/full year)  MA##### C.A.D.D. II A (Semester) MA##### C.A.D.D. II B(Semester)  MA##### C.A.D.D. III A (Semester) MA##### C.A.D.D. III B (Semester)  MA##### C.A.D.D. IV A (Semester) MA##### C.A.D.D. IV B (Semester)	

## Algebra I

### MA1215Z Algebra I Curriculum A

**Grades 9, 10, 11, 12**

**5 Points**

Algebra I A is the first course in a four-year college preparatory sequence. This course addresses the standards of the current State framework with major emphasis on the Algebra domain and the Functions domain. Students will investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic equations, inequalities, and systems of equations. Students will also study powers and roots in accordance with standards from the Number and Quantity domain. Content areas including scatter plot, line of best fit, and basic counting principles connect to the Statistics and Probability domain. The Geometry domain is addressed in the work done in the coordinate plane.

**Suggested Entry Criteria:** Understand the concepts and skills of Math 8.

**Next Course:** Geometry Curriculum A or Geometry Curriculum H

**MA1327Z Algebra I Curriculum B****Grades 9, 10, 11, 12****5 Points**

Algebra I B is the first course in a four-year modified college preparatory sequence. Students progress from intuitive understanding to abstract representation of concepts. This course addresses the standards of the current state framework with major emphasis on the Algebra domain and the Functions domain. Students will investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic equations, inequalities, and systems of equations. Students study powers and roots as they address standards from the Number and Quantity domain. Content areas including scatter plot, line of best fit, and basic counting principles connect to the Statistics and Probability domain. The Geometry domain is addressed in the work done in the coordinate plane.

**Suggested Entry Criteria:** Understand the concepts and skills of Math 8.

**Next Course:** Geometry Curriculum B or Geometry Curriculum A

**Geometry****MA1105Z Geometry Curriculum H****Grades 9, 10****5 Points**

Geometry H is the first course in a four-year honors sequence. The students demonstrate higher order thinking skills in solving non-routine problems, and in discovering and writing inductive, deductive, indirect, and coordinate proofs. This accelerated course addresses the requirements of the current state framework, with major emphasis on the Geometry domain. Major content areas from this domain include the study of angles, polygons, polyhedrons, and circles, recognizing and applying properties of similarity and congruence, calculating measurements, and demonstrating and applying transformations. Students will also identify and apply trigonometric ratios and the Pythagorean theorem. The Statistics and Probability domain is addressed as students determine sample spaces using counting principles to find probability.

**Suggested Entry Criteria:** Mastery of the concepts and skills of an Algebra I course.

**Next course:** Algebra II Curriculum H or Algebra II Curriculum A

**MA2215Z Geometry Curriculum A****Grades 9, 10, 11, 12****5 Points**

Geometry A is the second course in a four-year college preparatory sequence. This course addresses the requirements of the current state framework with major emphasis on the Geometry domain. In the content standards of this domain, students study a full geometry curriculum. Major content areas include the study of lines, angles, polygons, circles, and congruency and similarity relationships. Students apply area and volume formulas to solve problems as well as use inductive and deductive reasoning processes to justify conclusions. Students will also work in the coordinate plane with transformations, distance and midpoint formulas, and parallel and perpendicular lines. The Number and Quantity domain is addressed as students work with powers and roots and use estimation in problem solving. Students use sample spaces to find simple probabilities, which is consistent with the standards of the Statistics and Probability domain.

**Suggested Entry Criteria:** Understand the concepts and skills of an Algebra I course.

**Next course:** Algebra II Curriculum H or Algebra II Curriculum A

**MA2327Z Geometry Curriculum B****Grades 10, 11, 12****5 Points**

Geometry B is the second course in a four-year modified college preparatory sequence. This course addresses the requirements of the state framework, using visual and manipulative models. Students progress from intuitive understanding to abstract representation of concepts. The Geometry domain is addressed as students study lines, angles, polygons, polyhedrons, and their congruency and similarity relationships. Students apply area and volume formulas to solve problems as well as explore complex relationships between 3-dimensional solids using creative constructions and Euler's formula. They are introduced to the deductive reasoning process by using theorems to justify statements. Students also work in the coordinate plane with transformations, finding slope, midpoints, and distance. Students use sample spaces to find simple probabilities, design and conduct a statistical experiment and interpret the outcomes consistent with the standards of the Statistics and Probability domain. Geometry Curriculum B also contains a highly recommended lab component. This component will meet three times per cycle, bringing the total times that the course meet to nine per cycle. All students enrolling in Geometry Curriculum B will automatically be placed into the lab component. Students may petition to the mathematics department head for release from the obligation.

**Suggested Entry Criteria:** Successful completion of Algebra I or equivalent.

**Next course:** Algebra II Curriculum B or Algebra II Curriculum A

## Algebra II

### **MA2105Z Honors Algebra II Curriculum H**

**Grades 10, 11, 12**

**5 Points**

Honors Algebra II is the second course in a four-year honors mathematics sequence. Students continue to demonstrate higher order thinking skills by applying concepts to challenging problems and 'real-world' problems. This honors course addresses the current state framework with emphasis on the Algebra domain and Functions domain. Consistent with the content standards of these domains, students expand their knowledge of functions to include exponential, logarithmic, and polynomial functions using discrete and recursive models. They will expand their knowledge of equation solving to include multiple methods of solving quadratics and linear systems in three variables. The Number and Quantity domain is addressed as students study complex numbers and finite graphs, extend the real number system to rational exponents, and study its structure and properties. Students work in the coordinate plane studying quadratic relationships as they address the standards of the Geometry domain. The standards in the Statistics and Probability domain are addressed as students interpret data to find a model to fit the data. Purchase of a TI83+ or TI84 is recommended.

**Suggested Entry Criteria:** Mastery of the concepts and skills of Geometry.

**Next course:** Pre-Calculus Curriculum H, Pre-Calculus Curriculum A, Statistics Curriculum A, or AP Statistics

### **MA3215Z Algebra II Curriculum A**

**Grades 10, 11, 12**

**5 Points**

Algebra II A is the third course in a four-year college preparatory sequence that further develops and strengthens the concepts and skills of Algebra I and extends these concepts and skills into the traditional topics of Algebra II. The course is aligned with the current state framework and primarily focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, rational expressions, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem solving applications. Technology is integrated into the course to support problem solving. A TI83+ or TI84 graphing calculator or equivalent is highly recommended.

**Suggested Entry Criteria:** Successful completion of Geometry.

**Next Course:** Pre-Calculus Curriculum H, Pre-Calculus Curriculum A, Statistics Curriculum A, AP Statistics, or Quantitative Reasoning A

### **MA3321Z Algebra II Curriculum B**

**Grades 10, 11, 12**

**5 Points**

Algebra II B is the third course in a four-year modified college preparatory sequence in Algebra that further develops and strengthens the concepts and skills of Algebra 1 and extends these concepts and skills into the traditional topics of Algebra 2. The course is aligned with the current state framework and focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, rational expressions, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem solving applications. Technology is integrated into the course to support problem solving. A TI83+ or TI84 graphing calculator or equivalent is highly recommended.

**Suggested Entry Criteria:** Successful completion of Geometry.

**Next Course:** Pre-Calculus Curriculum A, Statistics Curriculum A, Quantitative Reasoning Curriculum B, or Quantitative Reasoning A

## Pre-Calculus

### **MA3105Z Pre-Calculus Curriculum H**

**Grades 11, 12**

**5 Points**

Pre-calculus H is the third course in a four-year honors mathematics sequence. It is a rigorous course focusing on mathematical relations and their graphs, inverses, and applications. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series and conics (and as time permits, combinations, permutations, probability and statistics.) The course is designed to emphasize theory and mathematical structure. Exploratory "Problems of the Month" are also assigned. Students will participate in the Competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AHSME Exams. Students will be prepared to take the SATII, Math Level 2 College Board Achievement exam in June. A TI83+ or TI84 graphing calculator is highly recommended.

**Suggested Entry Criteria:** Mastery of the concept and skills in MA2105 Honors Algebra 2.

**Next Course:** AP Calculus BC, AP Calculus AB, Calculus Curriculum H, AP Statistics, or Statistics Curriculum A.

**MA3110Z Pre-Calculus Curriculum A**

**Grades 11, 12**

**5 Points**

Pre-Calculus A addresses the same topics as Honors Pre-calculus at a modified level of rigor. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series and conics. A TI83+ or TI84 graphing calculator is highly recommended.

**Suggested Entry Criteria:** Mastery of the concepts and skills in MA 3215 Algebra 2.

**Next Course:** AP Calculus AB, Calculus Curriculum H, AP Statistics, Statistics Curriculum A

## Calculus

**MA4005Z AP Calculus BC**

**Grade 12**

**5 Points**

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics taught in Calculus AB plus additional topics, but both courses are intended to be challenging and demanding; they require a similar depth of understanding of common topics. Calculus BC represents college-level mathematics for which most colleges grant advanced placement and/or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation, as measured by the results of an AP Exam or other criteria. Each institution in accordance with local policies grants appropriate credits and placements. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. Students are required to take the Advanced Placement Exam at the AB level (cost approx. \$90) in May. Success on this exam gives up to one semester of college credit in mathematics at some colleges. In addition, students will participate in the competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AMC Exams. A TI83+ or TI84 graphing calculator or equivalent is highly recommended.

**Suggested Entry Criteria:** Mastery of the concepts and skills of Pre-Calculus Curriculum H.

**MA4000Z AP Calculus AB**

**Grade 12**

**5 Points**

Calculus AB covers the AB syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. The content topics of this course include limits, continuity, derivatives; graph characteristics of a function and its first and second derivative equations, applications of derivatives, anti-differentiation, integrals, applications of integrals, and the fundamental theorem of calculus. Students are required to take the Advanced Placement Exam at the AB level (cost approx. \$90) in May. Success on this exam gives up to one semester of college credit in mathematics at some colleges. In addition, students will participate in the competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AMC Exams. A TI83+ or TI84 graphing calculator or equivalent is highly recommended.

**Suggested Entry Criteria:** Mastery of the concepts and skills of Pre-Calculus Curriculum H or Pre-Calculus Curriculum A.

**MA4105Z Calculus Curriculum H**

**Grade 12**

**5 Points**

Calculus H completes the advanced sequence with an emphasis on functions, their derivatives and anti-derivatives. Students are introduced to the basic topics in calculus, including limits, simple derivatives, and their applications to functions and problem solving. Applications of the derivative and integral are introduced throughout the course. A TI83+ or TI84 graphing calculator or equivalent is highly recommended.

**Suggested Entry Criteria:** Mastery of the concepts and skills of Pre-Calculus Curriculum H or Curriculum A.

## Statistics and Quantitative Reasoning

**MA4100Z AP Statistics**

**Grade 11, 12**

**5 Points**

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Students are required to take the Advanced Placement Exam (cost approx. \$90) in May. It is recommended that students have their own TI83+ or TI84 calculator.

**Suggested Entry Criteria:** The successful completion of Algebra II Curriculum A, at a minimum.

**MA4125Z Statistics Curriculum A**

**Grade 11, 12**

**5 Points**

Statistics A is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The level of rigor is reduced from that of the AP Statistics course. Students are exposed to four themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

It is recommended that students have their own TI83+ or TI84 calculator.

**Suggested Entry Criteria:** The successful completion of Algebra II Curriculum A, at a minimum.

**Quantitative Reasoning**

**MA4315Z Quantitative Reasoning Curriculum A**

**Grade 12**

**5 Points**

Quantitative Reasoning is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. The TI83+ or TI84 graphing calculator is highly recommended.

**Suggested Entry Criteria:** Understand the concepts and skills of Algebra II.

**MA4316Z Quantitative Reasoning Curriculum B**

**Grade 12**

**5 points**

Quantitative Reasoning is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. The TI83+ or TI84 graphing calculator is highly recommended.

**Suggested Entry Criteria:** Understand the concepts and skills of Algebra II.

## Project Based Electives

The following electives are offered within the Mathematics Department. While offered as listings in the Mathematics Department, taking these electives does not satisfy mathematics distribution graduation requirements.

Computer Aided Drafting and Design (C.A.D.D)

**MA7251Z C.A.D.D. I**

**Grades 9-12**

**5 Points**

**MA##### C.A.D.D. II A**

**Grades 10-12**

**2.5 Points**

**MA##### C.A.D.D. II B**

**Grades 10-12**

**2.5 Points**

**MA##### C.A.D.D. III A**

**Grades 11-12**

**2.5 Points**

**MA##### C.A.D.D. III B**

**Grades 11-12**

**2.5 Points**

**MA##### C.A.D.D. IV A**

**Grades 12**

**2.5 Points**

**MA##### C.A.D.D. IV B**

**Grades 12**

**2.5 Points**

The C.A.D.D. class is being offered as an elective within the Mathematics Department for all students, grades 9 – 12. C.A.D.D. will be offered at either the Curriculum A or Honors level. Students must declare the level of their course by the Add/ Drop deadline. Some colleges, such as Middlesex Community College, may accept the class for college credit

C.A.D.D. is offered as a full year course only in C.A.D.D. I. In subsequent years, C.A.D.D. will be offered as a semester

course that should be enrolled in a sequential order. For example, C.A.D.D. II B will be a prerequisite to C.A.D.D. III A.

This course will offer students an opportunity to explore the world of architectural, civil, mechanical, Industrial and drafting and design. The students will use the following software: AutoCAD Suite, Solid Works, Home Designer Architectural, Sketch up A, Power Point, Photo Shop, Sketchpad, Excel, Access, as well as other applications in order to develop a solid background in engineering drawing, CAD technology, and architectural, civil, mechanical and Industrial design. The students will also use the following hardware: MakerBot 3D printer for printing 3 dimensional objects and HP Plotter for large drawings and color printer. This course is recommended for students interested in pursuing a career in civil or mechanical engineering, drafting technology, or architectural design. This is a class that can go in many different directions -all depending on the choice of the student with guidance from the instructor. While CADD is focused around digital drafting and design aspects (i.e., visual or creative projects involving a computer), there are also many additional features as well. In project-based curriculum, students work in an area of their own interest, generating works of their own inspiration. Within the class the flexibility exists to assign projects ranging in difficulty on the student's ambition and ability. Whether simply designing the blueprints of a house, modifying a preexisting plan, or creating a digitally enhanced pamphlet, students are the designers and researchers of their project. As students advance through the year, they learn how to take on greater challenges, including real jobs. Overall, CADD is a great class for anyone. Students work hands-on creating computer-oriented projects that generate final products sparked by their own interests.

## Computer Science

### **MA7400Z Exploring Computer Science Curriculum A      Grades 9-12**

**5 Points**

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

**Suggested Entry Criteria:** There are no prerequisites for this course.

**Next course:** Honors Computer Science

### **MA7405Z Honors Computer Science**

**Grades 9-12**

**5 Points**

This course will focus on individual projects creating computer games, apps, and controlling computer hardware. The course will also introduce the students to a broad range of computer science topics like: binary numbers -- the types of numbers all computers use; digital electronics -- how all computers are actually made; and recursive functions -- how to express some very complicated functions easily and make amazing fractal patterns and images.

**Suggested Entry Criteria:** Open to students that either complete Exploring Computer Science or have experience with the basics of computer programming.

**Next course:** AP Computer Science A

### **MA7410Z AP Computer Science A**

**Grades 10-12**

**5 Points**

The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. The goals of the AP Computer Science A course is comparable to those in the introductory course for computer science majors offered in college and university computer science departments.

**Suggested Entry Criteria:** Successful completion of Honors Computer Science.

### **IN9915Z Independent Study in Computer Science**

**Grade 12**

**2.5 points**

This course focuses on applying the advanced concepts learned during the AP course to fun and interesting student driven projects. With a broad range of potential projects from websites, apps, and games, to simulations and robotics, students will be able to pursue aspects of Computer Science that they find most interesting. The students will have the

opportunity to work with other teachers and community members to help discover the needs and goals of software that can be used in the broader community.

**Suggested Entry Criteria:** Successful completion of Computer Science AP A.

#### **MA ##### Computer Science Principles (Gr. 10-12)**

AP Computer Science Principles provides students the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms. Students will also explore the impact that these have on science, business, and society. And finally, students will use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives.

For the 2015-2016 school year, the course will be offered at the AP level for transcript purposes only. The AP exam will not be offered until the 2016-2017 school year.

**Suggested Entry Criteria:** Open to students that either complete Exploring Computer Science or Honors Computer Science.

**Next course:** AP Computer Science A

## **Performing Arts**

The Performing Arts program at Arlington High School provides a variety of high quality music and drama courses in which students will build a foundation for life-long contribution to the cultural enlightenment of the community. Through the performing arts, students express ideas and emotions that they cannot express in language alone and develop an understanding of the historical and cultural contexts of the arts. Students are encouraged to pursue sequential studies in the performing arts in order to create, perform, and respond to art. All full-year Performing Arts classes fulfill the Fine Arts graduation requirement.

### **PERFORMING ARTS – full year courses**

	<b>Curriculum H</b>	<b>Curriculum A or Heterogeneous</b>
<b>Grades 9-12</b>	PA7105Z Honors Symphonic Band PA7110Z Honors String Orchestra PA7125Z Madrigal Singers PA7220Z Jazz Band	PA7205Z Symphonic Band PA7210Z String Orchestra PA7225Z Mixed Chorus PA1250Z Drama I PA8200Z Intro to Music Technology (year long) PA72225 Mixed Chorus 2
<b>Grades 10, 11,12</b>	PA2140Z Art of the Cinema	PA##### Rock Band PA##### Ukulele Ensemble
<b>Grade 10</b>		PA9202Z Advanced Music Technology IIA (Semester) PA##### Advanced Music Technology IIB (Semester) PA2250Z Advanced Drama
<b>Grade 11</b>	PA3150Z Honors Drama III	PA9203Z Advanced Music Technology IIIA (Semester) PA#####Z Advanced Music Technology IIIB

		(Semester)
<b>Grade 12</b>	PA4150Z Honors Drama IV	PA9204Z Advanced Music Technology IVA (Semester) PA####Z Advanced Music Technology IVB (Semester)

### **PA1250Z Drama I—Curriculum A**

**Grades 9 5 Points**

Drama 1 is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction will be studied during the second term. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.

### **PA2250Z Advanced Drama—Curriculum A**

**Grade 10 5 Points**

Students will study advanced acting techniques, explore plays and films, create theatre in a variety of genres, periods, and styles and view the playwright as artist. Students will explore an introduction to directing and playmaking. Classes will encounter various aspects of the technical theatre crafts and present their own theatre creations for classroom and public performance.

### **PA3150Z Honors Drama III—Curriculum H**

**Grade 11 5 Points**

### **PA4150Z Honors Drama IV—Curriculum H**

**Grade 12 5 Points**

Honors Drama is a deeper exploration of the Massachusetts Theatre Frameworks presented in Drama 1 and Advanced Drama. Scene work in pairs and as individuals will continue as will written analysis of plays and acting. The role of the director as interpreter will be explored. The texts chosen will reflect the rigor of this upper level class. Theatre history and the role of the playwright in society will continue. Non-Western artists will be studied, as will alternative acting methods and theories, such as those of Anne Bogart. Self-scripted works based on contemporary themes will be explored in presented in public performances.

### **PA2140Z The Art of Cinema—Curriculum H**

**Grades 10, 11, 12 5 Points**

This course considers film making as an art, comparing it to literature and other arts, tracing its technology and chronology, identifying major trends and variations, and reflecting on its place in our culture and private lives. Discussion, analysis and evaluation will focus on the following films viewed in class, as recommended by the National Council of Teachers of English and consistent with Massachusetts Communication and Performing Arts Frameworks: *Citizen Kane*, *On The Waterfront*, *Rebel Without A Cause*, *The Graduate*, *Modern Times*, *Singin' in the Rain*, *Vertigo*, *Rear Window*, *Sunset Boulevard*, and *Some Like It Hot*. In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism.

### **PA7210Z String Orchestra—Curriculum A**

**Grades 9, 10, 11, 12 5 Points**

In this course, students will develop instrumental and ensemble skills through such standards as: performing with expression and technical accuracy, exploring a large repertoire of ensemble literature representing various genres and historical periods and acquiring the knowledge of the technical vocabulary of music. Pianists may elect this course only by permission of instructor.

### **PA7110Z Honors String Orchestra—Curriculum H Grades 9, 10, 11, 12 5 Points**

In this honors level course, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty, and being encouraged to perform *solo*. The Honors Orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts.

## **Required Entry Criteria: Audition**

### **PA7105Z Honors Symphonic Band—Curriculum H      Grades 9, 10, 11, 12    5 Points**

#### **PA7205Z Symphonic Band—Curriculum A**

This Symphonic Band course is open to all instrumentalists. Students will explore various musical styles and historical periods by playing with expression, playing with technical accuracy, and demonstrating well-developed ensemble skills. Pianists may elect this course only by permission of instructor. Students wishing to take this course at Honors level (PA7105) must qualify by audition, perform a selection approved by the instructor at the end of each marking period, and study privately.

### **PA7220Z Jazz Band—Curriculum A      Grades 9, 10, 11, 12      2.5 Points**

The Jazz Band course is open to all qualified instrumentalists. Students will explore various musical styles from early Jazz to Latin and fusion through such standards as playing with expression, playing with technical accuracy and demonstrating well-developed ensemble skills. Students will also be encouraged to improvise in different styles. All Students electing this course must be members of the Symphonic Band, String Orchestra, or Mixed Chorus. **Required Entry Criteria: Audition**

### **PA7225Z Mixed Chorus—Curriculum A      Grades 9, 10, 11, 12      5 Points**

Mixed Chorus is a course that is open to all students with no audition requirements. Students will explore musical styles and historical periods by singing with expression, singing with technical accuracy, and performing music in four or more parts. They will demonstrate the ability to read a vocal score and develop audience skills relating to listening and responding appropriately in classroom, rehearsal, and performance settings. Attention will be given to developing proper tone, breath control, vocal range and self-confidence. Attendance at all performances is a requirement of this course.

### **PA72225 Mixed Chorus 2—Curriculum A      Grades 9, 10, 11, 12      2.5 Points**

Mixed Chorus is a course that is open to all students with no audition requirements. Students will explore musical styles and historical periods by singing with expression, singing with technical accuracy, and performing music in four or more parts. They will demonstrate the ability to read a vocal score and develop audience skills relating to listening and responding appropriately in classroom, rehearsal, and performance settings. Attention will be given to developing proper tone, breath control, vocal range and self-confidence. Attendance at all performances is a requirement of this course. Please note this course only runs three times per rotation and the credit value is half of the full year chorus class.

### **PA7125Z Madrigal Singers—Curriculum H      Grades 9, 10, 11, 12    5 Points**

In this Honors level course, students will develop advanced vocal skills from the Massachusetts Arts Frameworks such as singing in small ensembles, singing in more than four parts, singing music with an advanced degree of difficulty, and performing from memory. An *a cappella* group, the Madrigal Singers will perform music from the sixteenth century to contemporary popular selections. Attendance at all performances is a requirement of this course. **Required Entry Criteria: Audition**

### **PA#### Ukulele Ensemble**

**Grades 9, 10, 11, 12    5 Points**

In this hands-on class, students will learn to play the ukulele and perform popular songs. Mandolin and banjo players welcome! Students must bring their own instrument to class daily and may rent an instrument if needed.

### **PA#### Rock Band**

**Grades 9, 10, 11, 12    5 Points**

In this hands-on class, students will learn and perform classic and contemporary rock tunes. Students must bring their own instrument to class daily. (Drum set will be provided). Rhythm guitar, bass guitar, keyboard players and percussionists are welcome.

## MUSIC TECHNOLOGY

Teaching music through technology is one of the fastest growing areas of music education. Students use technology in many aspects of their lives and this program will provide them with the tools to create music and further support our mission of creating life-long music makers.

Music Technology reaches a broad group of students and gives them the opportunity to create, change, and form sound in new ways. Working in the lab is a perfect example of differentiated instruction: students will be able to save their assignments in an electronic portfolio that may be included later in a college application. Each Music Technology class meets the Fine Arts graduation requirement and meets all of the national standards of music. Classes are limited to 20 students.

Please note that Introduction to Music Technology is a full year class, while the subsequent classes are all taught in a semesterized format.

### **PA8200Z Introduction to Music Technology** **Grades 9, 10, 11, 12** **5.0 Points**

This course is required before a student may take any other in music technology. Students will be introduced to the study of music technology, the equipment, and to the programs offered in our lab (including Band-in-a-Box, Aurelia Ear Training, Sibelius Notation software, and Music Theory tools). Instrument and equipment care will be included. Students will complete 'mini' projects in each of the programs.

### **PA9202Z Advanced Music Technology IIA** **Gr 10, 11, 12** **2.5 Points** (Songwriting / Film Scoring)

### **PA9202Z Advanced Music Technology IIB** **Gr 10, 11, 12** **2.5 Points** (Songwriting / Film Scoring)

This course introduces practical techniques and applications of the working songwriter, including melody, lyrics, "hooks," points of view, and song logic. Students will work individually and in small groups on typical commissioned projects such as jingles, wedding songs, movie themes, and artist-specific styles. Students will learn cataloging techniques in order to organize musical work and develop good professional habits of mind.

#### **Required Entry**

**Criteria: PA8200Z**

### **PA9203Z Advanced Music Technology III A** **Grades 11,12** **2.5 Points** **Sound Recording Technology/Songwriting**

### **PA9203Z Advanced Music Technology IIIB** **Grades 11,12** **2.5 Points** **Sound Recording Technology/Songwriting**

This course is designed for highly motivated, serious students who will study acoustics, multimedia production and perform required work in live production settings. Independent recording projects require fieldwork outside of class, in concert recording, sound and lighting support. Arranging skills will be introduced. Cumulative multimedia production and research projects will give evidence of learning. Program notes and a concert performance of works created are required.

**Required Entry Criteria: PA9202Z**

### **PA9204Z Advanced Music Technology IVA** **Grade 12** **2.5 Points** **Sound Recording Technology/Songwriting**

### **PA9204Z Advanced Music Technology IVB** **Grade 12** **2.5 Points** **Sound Recording Technology/Songwriting**

This Honors level course is designed for highly motivated, serious students who will continue study of acoustics, analogue and digital recording systems, multimedia distribution and live production team management skills. Independent recording projects require fieldwork outside of class, in concert recording, sound and lighting support.

Cumulative multimedia production and research projects will give evidence of learning. Full scale traditional arranging and composition projects, with program notes and a concert performance of works created are required.  
**Required Entry Criteria:** PA9203Z



**Heterogeneous courses**

## Physical Education, Health and Wellness

The program of Physical Education, Health and Wellness at Arlington High School is a sequence that aligns with many components of the Health Framework of the Massachusetts Department of Education. Content is drawn from Physical Health, Social and Emotional Health, Safety and Prevention, and Personal and Community Health Strands of the Framework. All students are scheduled to take Health through their Physical Education classes. A parent may request to have his/her child exempt from classes related to sexuality. Such requests shall be made in writing to the principal.

**PE Graduation Requirement: 3 Years (YOG 2016, 2017, 2018) 4 Years (YOG 2019)**

- **Grade 9 & 10:** Students are required to take the 9<sup>th</sup> Grade and 10th Grade Programs
- **Grade 11&12:** Students are required to take the equivalent of 1 full year of PE (2.5 points) at any time in grades 11 and 12. Spaces may be limited in some electives. Seniors are given preference. Other students who can schedule will be placed in a lottery. **All electives must be approved by a Physical Education teacher. There is a 4 absence allowance for all Quarter Elective classes.**

	Courses
<b>Grade 9</b>	PE1610Z 9 <sup>th</sup> Grade Program
<b>Grade 10</b>	PE2620Z 10 <sup>th</sup> Grade Program
<b>Grade 11 &amp; 12 Electives</b>	<p><b>Fall</b></p> <p>PE7598Z Personal Fitness (Fall Semester, 1.25 points)</p> <p>PE7658Z Physical Education Leader (Fall Semester, 1.25 points)</p> <p>PE7911Z Fall Backpacking &amp; Camping (1st Quarter, 2.5 points)</p> <p>PE7705Z Team Sports (1st Quarter, 2.5 points)</p> <p>PE7025Z Yoga (2nd Quarter, 2.5 points)</p> <p>PE7005Z Walking (1st Quarter, 2.5 points)</p> <p>PE7700Z Advanced CPR &amp; First Aid (1st Quarter, 2.5 points)</p> <p>PE7659Z Survival and Wilderness Camping (2nd Quarter, 2.5 points)</p> <p><b>Spring</b></p> <p>PE7599Z Personal Fitness (Spring Semester, 1.25 points)</p> <p>PE7658Z Physical Education Leader (Spring Semester, 1.25 points)</p> <p>PE7912Z Spring Backpacking &amp; Camping (4th Quarter, 2.5 points)</p>

	PE7994Z Winter Camping & Hiking (3rd Quarter, 2.5 points)
	PE7812Z Indoor/Outdoor Rock Climbing (3rd Quarter, 2.5 points)
	PE7700Z Advanced CPR & First Aid (3rd Quarter, 2.5 points)
	PE7005Z Walking (4th Quarter, 2.5 points)
	PE7705Z Team Sports (4th Quarter, 2.5 points)
	PE7020Z Recreational Sports (4th Quarter, 2.5 points)

**PE1610Z Ninth Grade Physical Education, Health and Wellness      Grade 9      2.5 Points**

This introductory course includes regular physical activity with a core of adventure programming and cooperative games, introduction to fitness, and lifetime and team sports. Students examine motor skill development, fitness, and personal and social competency. In Life issues, students address substance addictions, dating issues, sexuality, media influence, and personal wellness.

**PE2620Z Tenth Grade Physical Education, Health and Wellness      Grade 10      2.5 Points**

This course includes regular physical activity with a core of adventure initiatives, fitness and wellness, and lifetime and team sports. Students refine motor skills and fitness, and practice personal and social competency. In Life Issues, students address harassment issues, responsible decision making, and participate in the Red Cross (or American Heart Association) Cardio-Pulmonary Resuscitation program.

**Fall Electives** □ **Prerequisite for all electives: Must be approved by a physical education teacher.**

**PE3725Z Personal PE Contract (Full-Year Course)      Grade 12 only      2.5 Points**

Personal PE Contract is an independent study designed for grade 12 students who are taking a full course load and cannot fit a Physical Education Elective into their schedule. Students fulfill their PE requirement by participating in an extra-curricular, supervised, physical activity. The minimal requirement for fulfilling the contract is 72 hours of Physical Activity as well as other mandatory assignments that coincide with their logged physical activity. In order for students to take the PE Contract they must demonstrate a need for the course by taking a full schedule of classes, get instructor consent, and fill out the application during the school year prior to the intended enrolment in the PE Contract course.

**PE7598Z Fall Personal Fitness (1<sup>st</sup> Semester)      Grades 11, 12      1.25 Points**

This course offers instruction and practice in various fitness components such as cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardio-respiratory fitness, and fitness testing. Personal training and fitness plan development are offered in this course.

**PE7658Z Physical Education Leader (1<sup>st</sup> Semester)      Grades 11, 12      1.25 Points**

This course is designed for the student who has been successful in the freshman/sophomore physical education program. He/she has demonstrated effective leadership and cooperative skills. The student gets the opportunity to assist in the freshman physical education class.

**PE7911Z Fall Backpacking & Camping (1<sup>st</sup> Quarter)      Grades 11, 12      2.5 Points**

This is a one-Quarter PE elective designed to teach students the skills needed to plan and participate in backpacking trips. Students will learn skills such as map reading, meal planning, fire lighting, and basic first aid,

among others needed for successful low impact backpacking. The course will culminate with a 3 day 2 night backpacking trip that is required for successful completion of the course. Students taking this elective will satisfy a full-year of PE credit in one Quarter. Course size is limited to no more than 15 students. (please note; the course meets during the 1st Quarter).

**PE7705Z Team Sports (1st Quarter) Grade 11, 12 2.5 Points** Students will choose and participate in team activities ranging from football, basketball, soccer, and other team sports. Students taking this elective will satisfy a full year of PE credit in one Quarter (please note; the course meets during the 1st Quarter).

**PE7659Z Survival and Wilderness Camping (2<sup>nd</sup> Quarter)                      Grades 11, 12                      2.5 Points**

This course offers students the opportunity to experience adventure in the outdoors. Through hands-on experience, students learn wilderness survival skills such as orienteering, shelter-building, fire-making, water purification, and other skills to make them more comfortable and capable in a remote forested environment. These skills are put to the test when the students participate in a required four-day solo winter camping experience. Students taking this elective will satisfy a full-year of PE credit in one Quarter (please note: the course meets during the 2nd Quarter).

**PE7700Z Advanced CPR & First Aid (1<sup>st</sup> Quarter)                      Grade 11, 12                      2.5 Points**

Through a combination of classroom lecture and hands-on practice, this course is designed to teach the basic skills necessary to competently and effectively respond to a variety of crisis situations. Students will learn how to assist individuals with various traumatic injuries and sudden medical emergencies. Through the course, students will learn the recognized skills to receive certification in CPR and First Aid. Students will also participate in a group project with their classmates designed to demonstrate their competency in the skills learned in the class. Students taking this elective will satisfy a full-year of PE credit in one Quarter. (please note: the course meets during the 1st Quarter).

**PE 7005Z Walking (1st Quarter)                      Grade 11,12                      2.5 Points**

This course offers students the opportunity to walk for exercise and learn various ways to map routes and provide an opportunity for lifelong fitness through walking. Students taking this elective will satisfy a full-year of PE credit in one Quarter (please note; the course meets during the 1st Quarter).

**PE7025Z Yoga(2ndQuarter)                      Grade11,12                      2.5Points**

Students will learn and engage in Yoga exercises, and design their own Yoga routines. Students taking this elective will satisfy a full-year of PE credit in one Quarter (please note; the course meets during the 3rd Quarter).

**Spring Electives** □ **Prerequisite for all electives: Must be approved by a physical education teacher.**

**PE77599Z Spring Personal Fitness (2<sup>nd</sup> Semester)                      Grades 11, 12                      1.25 Points**

This course offers instruction and practice in various fitness components such as cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardio-respiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

**PE7658Z Physical Education Leader (2<sup>nd</sup> Semester)                      Grades 11, 12                      1.25 Points**

This course is designed for the student who has been successful in the freshman/sophomore physical education program. He/she has demonstrated effective leadership and cooperative skills. The student gets the opportunity to assist in the freshman physical education class.

**PE7700Z Advanced CPR & First Aid (3<sup>rd</sup> Quarter)****Grade 11, 12****2.5 Points**

Through a combination of classroom lecture and hands-on practice, this course is designed to teach the basic skills necessary to competently and effectively respond to a variety of crisis situations. Students will learn how to assist individuals with various traumatic injuries and sudden medical emergencies. Through the course, students will learn the recognized skills to receive certification in CPR and First Aid. Students taking this elective will satisfy a full-year of PE credit in one Quarter (please note: the course meets during the 3rd Quarter)

**PE7912Z Spring Backpacking & Camping (4th Quarter)****Grades 11 only****2.5 Points**

This course is designed to teach students the skills needed to plan and participate in backpacking trips. Students will learn skills such as map reading, meal planning, fire lighting, and basic first aid, among others needed for successful low impact backpacking. The course will culminate with a 3 day 2 night backpacking trip that is required for successful completion of the course. Students taking this elective will satisfy a full-year of PE credit in one Quarter. Course size is limited to no more than 15 students. (please note; the course meets during the 4th Quarter and is offered to grade 11 only).

**PE7995Z Winter Camping and Hiking (3rd Quarter)****Grades 11, 12****2.5 Points**

This course is designed to teach students the skills needed to plan and participate in a camping experience in the late winter/early spring. Students will learn the skills necessary for successful camping and hiking. The course will culminate with a 3 day 2 night camping trip that is required for successful completion of the course. Students taking this elective will satisfy a full-year of PE credit in one Quarter. Course size is limited to no more than 15 students. (please note; the course meets during the 3rd Quarter).

**PE7812Z Indoor/Outdoor Rock Climbing (3rd Quarter)****Grades 11,12****2.5 Points**

This course offers students the opportunity to participate in a series of high-impact challenges on our indoor and outdoor challenge course. With a focus on safety, students will learn how to use modern climbing equipment to safely ascent high climbing elements, rock faces, climbing walls, and other various high challenge activities. A focus of the course will be on personal challenge as well as on safety and support of others. A field trip will be required at the culmination of this elective. Students taking this elective will satisfy a full-year of PE credit in one Quarter. (please note; this course meets during 3rd Quarter)

**PE7005Z Walking (4th Quarter)****Grade 11 only****2.5 Points**

This course offers students the opportunity to walk for exercise and learn various ways to map routes and provide an opportunity for lifelong fitness through walking. Students taking this elective will satisfy a full-year of PE credit in one Quarter (please note; the course meets during the 4th Quarter and is offered to Grade 11 only)

**PE7020Z Recreational Sports (4th Quarter)****Grade 11 only****2.5 Points**

Students in this course will participate in activities that are more individually based such as badminton, table tennis, tennis, etc. and activities that are team based but recreationally focussed. Students taking this elective will satisfy a full-year of PE credit in one Quarter (please note; the course meets during the 4th Quarter and is offered to Grade 11 only).

## **SCIENCE**

The goal of the science department at AHS is to support all students in attaining content knowledge and complex reasoning skills necessary to understand the core areas of science as well as become a scientifically informed citizen. We also strive to foster science-specific literacy in reading, writing, and mathematics necessary for career and college readiness. To graduate from AHS, students must take three years of science. Two of these

years must include physical science and biology. After taking biology, students may take chemistry, physics, and/or a science elective. Selective colleges expect students to take additional science courses in chemistry and physics. In addition, students planning on careers in engineering, chemistry, medicine, or any other science related field should include a year of both chemistry and physics in their four-year sequence. Taking more than one science course during a given year (10 – 12) is possible with departmental approval. The suggested three-year science sequence follows for students following Curriculum H or Curriculum A. All science courses include laboratory experiences.

Students take the Introductory Physics Massachusetts Comprehensive Assessment System (MCAS) science test near the end of the 9<sup>th</sup> grade. Passing a science MCAS is required to meet state and local graduation requirements. If a student does not pass the Introductory Physics MCAS after grade 9, but has passed the Physical Science course, he or she will move on to Biology. He or she may then take either the Biology MCAS, or retake the Intro Physics MCAS at the end of grade 10.

### Science Course Offerings

	<b>AP/Curriculum H</b>	<b>Curriculum A</b>	<b>Curriculum B</b>
Gr 9	SC1105Z <u>Honors Physical Science</u>	SC1115Z <u>Physical Science</u>	SC1277Z <u>Concepts in Phys.Sci.</u>
Gr 10	SC2106Z <u>Honors Biology</u> (Departmental approval/space available)  SC4006Z <u>A P Physics 1</u> (Departmental approval/space available)	SC2111Z <u>Biology</u>	SC2216Z <u>Concepts in Biology</u>
Gr 11	SC3106Z <u>Honors Chemistry</u>  SC4106Z <u>Honors Physics</u> (Departmental approval/space available)  SC4010Z <u>A P Biology</u>  SC4006Z <u>A P Physics 1</u>	SC3111Z <u>Chemistry</u>  SC4111Z <u>Physics</u>  SC3251Z <u>Anatomy and Physiology</u> - Heterogeneous SC7257Z <u>Astronomy*</u> - Heterogeneous SC7277Z <u>Oceanography*</u> - Heterogeneous SC7267Z <u>Environmental Science</u> - Heterogeneous SC1291Z <u>Engineering</u> -Heterogeneous SC#### <u>Introduction to Archeology</u> – Heterogeneous SC#### <u>Scientific Breakthroughs that Changed Humanity</u> - Heterogeneous	SC3216Z <u>Concepts in Chemistry</u>
Gr 12	SC4106Z <u>Honors Physics</u>  SC3106Z <u>Honors Chemistry</u>  SC4010Z <u>AP Biology</u>  SC4002Z <u>AP Chemistry</u>	SC4111Z <u>Physics</u>  SC3111Z <u>Chemistry</u>  SC3252Z <u>Anatomy and Physiology</u> - Heterogeneous  SC7258Z <u>Astronomy*</u> - Heterogeneous	SC3216Z <u>Concepts in Chemistry</u>

SC4006Z <u>AP Physics 1</u>	SC7277Z <u>Oceanography*</u> - Heterogeneous
SC4070Z <u>AP Environmental Science</u>	SC7268Z <u>Environmental Science</u> - Heterogeneous
SC#### <u>AP Physics 2</u>	SC7292Z <u>Engineering</u> - Heterogeneous
	SC#### <u>Introduction to Archeology</u> – Heterogeneous
	SC#### <u>Scientific Breakthroughs that Changed Humanity</u> - Heterogeneous

\* ½ year courses

Anatomy, Astronomy, Oceanography, Introduction to Archeology, Scientific Breakthroughs that changed Human History, Environmental Science and Engineering are available as heterogeneous courses at the H or A level. Additional requirements are assigned for H level. Students declare H or A in September.

## Physical Science Course Offerings

### SC1105Z Physical Science Honors

**Grade 9**

**5 Points**

This is an honors level course for ninth grade students with a strong interest and ability in science and mathematics. The course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving, laboratory investigations, and STEM projects, students will apply physical laws in order to become aware of the strong relationship between science and technology and between the process and content of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. Students will be prepared to successfully complete the Introductory Physics MCAS test. **Suggested Entry Criteria: A- or better in eighth grade science and math, teacher recommendation.**

### SC1115Z Physical Science Curriculum A

**Grade 9**

**5 Points**

This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong partnership between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. This course includes a wide variety of laboratory demonstrations and activities. Students will be prepared to successfully complete the Introductory Physics MCAS test.

### SC1277Z Concepts in Physical Science Curriculum B

**Grade 9**

**5 Points**

This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong partnership between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. This course includes a wide variety of laboratory demonstrations and activities. Students will be prepared to successfully complete the Introductory Physics MCAS test. This course is designed for students who would do well in a structured setting with clear student expectations. **Placement is by teacher recommendation.**

## Biology Course Offerings

**SC2106Z Honors Biology- Curriculum H****Grade 10****5 Points**

Students in Honors Biology encounter the principles of biology through scientific inquiry and laboratory investigation. The course encompasses the molecular, cellular, organismal, and ecological aspects of the living world. Topics include the chemistry of living systems, cell growth and the association between cellular structure and function, photosynthesis and cellular respiration, classical and modern genetics, biodiversity and evolution, human organ systems, and the relationships between organisms in the environment. Methods used by the great scientists of the time are reviewed to help establish inductive and deductive applications in a laboratory environment. Students will complete approximately thirty laboratory exercises some of which require formal laboratory reports, as well as a half-year in-depth research paper and presentation. **Suggested Entry Criteria: B or better in Honors Physical Science and math, A or better in Physical Science, teacher recommendation.**

**SC2111Z Biology- Curriculum A****Grade 10****5 Points**

This course emphasizes the molecular, cellular, organismal and ecological aspects of the living world. Special emphasis is placed on characteristics of organisms, evolution of life, principles of heredity, molecular genetics, and the dynamics of ecosystems. Students complete approximately twenty laboratory exercises some of which required formal lab reports. Reading and writing assignments will include articles from science journals and magazines, and students will research and do a project on a topic in modern biology each quarter.

**SC2216Z Concepts in Biology- Curriculum B****Grade 10****5 Points**

This course is designed to promote understanding and excitement in science with special emphasis on the nature of the living organisms, physiology of man, evolution of life, principles of heredity, ecology, and energy in ecosystems. This course is designed for students who would do well in a structured setting with clear student expectations, and will prepare students to pass the 10<sup>th</sup> grade Biology MCAS.

**Placement is by teacher recommendation**

**Chemistry Course Offerings****SC3106Z Honors Chemistry- Curriculum H****Grades 11, 12****5 Points**

This course is designed for students with a strong interest in science and who demonstrate a high level of mathematical competency. The course covers, in detail, a broad range of topics and is thus geared toward the highly motivated student who can manage the pace and academic rigor of the course. Honors Chemistry is a laboratory and writing intensive course. Students who take this course will need to study several other topics to be completely prepared for the SAT II subject matter test in chemistry. **Suggested Entry Criteria: B or better in Honors Biology. A or better in Biology, B or better in honors math, teacher recommendation.**

**SC3111Z Chemistry Curriculum A****Grades 11, 12****5 Points**

This chemistry course offers students a rigorous course in modern chemistry, but at a more moderate pace than Honors Chemistry. Students in this course will have more time to review concepts, including mathematical calculations, than Honors Level Chemistry students.

The course is laboratory intensive with emphasis on qualitative and quantitative experiments. Topics covered will conform to the Massachusetts State Frameworks for Chemistry and will prepare students for undergraduate General Chemistry.

**SC3216Z Concepts in Chemistry-Curriculum B****Grades 11, 12****5 Points**

*Concepts in Chemistry* prepares students for further study in science or related fields by looking at real world applications of chemistry. Students will explore foundational concepts of chemistry as they relate to materials common to everyday life. The course is project-based and laboratory intensive.

**Placement is by teacher recommendation.**

**Physics Course Offerings****SC4106Z Honors Physics-Curriculum H****Gr 12****5 Points**

**(\*\*\*Gr 11 - A on qualifying science/math exam and space available)**

The honors physics course is for highly motivated students with strong scientific interest and mathematical ability.

Students should be able to handle abstract ideas both conceptually and quantitatively, including their application to new situations. The major topics include force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light. **Suggested Entry Criteria: (For Gr 12) B or better in Honors Chemistry. A or better in Chemistry. B or better in Honors Pre-Calculus or A in Advanced Pre-Calculus.**

**Teacher Recommendation**

**(For Gr. 11) A in Gr 10 science and math, teacher recommendation.**

**SC4111Z Physics-Curriculum A**

**Grades 11, 12**

**5 Points**

This course is designed for academically strong students who want to obtain a fundamental understanding of physics at a challenging level. The development of logical thinking skills and conceptual understanding through mathematical problem-solving and laboratory investigations is emphasized. Topics to be covered include vectors and projectiles, Newtonian mechanics, momentum and energy, optics and waves, and electricity and magnetism. The content and approach of this course will be similar to that of Honors Physical Science, including STEM projects, but more mathematically rigorous.

**Suggested Entry Criteria: B or better in Algebra 2/precal, or teacher recommendation.**

**Advanced Placement Courses**

**The following courses are designed to offer an introductory college science experience and meet the requirements of the College Board. These courses are offered as the student's second high school exposure to the content, not as a preliminary course in the subject. The College Board has approved the curricula and the college textbooks for these courses. AP students are required to take the College Board's National Advanced Placement examination in May.**

**SC4010Z Advanced Placement Biology**

**AP**

**Grades 11, 12**

**5 Points**

The Advanced Placement Biology Course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. As suggested by the College Board in its Advanced Placement Course Description, the course is divided into three major topic areas: 1) molecules and cells, 2) genetics and evolution, and 3) organisms and populations. Laboratory experiences comprise approximately 40% of the grade, and students are involved in original research during the year. In addition to reading from a college text, students will be required to read articles from outside sources including scientific journals. **Suggested Entry Criteria: B or better in Honors Biology or A- or better in Biology, teacher recommendation.**

**SC4002Z Advanced Placement Chemistry**

**AP**

**Grade 12**

**5 Points**

Advanced Placement Chemistry is designed to be the equivalent of the college introductory chemistry course usually taken by science majors during their freshman year. Students utilize a college textbook and the course moves at a brisk pace. The topics covered are those suggested by the College Board. Laboratory experiments with formal lab reports are a significant portion of the class and are reflected as such in the course grade.

**Suggested Entry Criteria: B or better in Honors Chemistry or A in Chemistry, B or better in Honors Pre-calculus or A in Pre-calculus, teacher recommendation.**

**SC4006Z Advanced Placement Physics 1 Gr 11/12 (Gr 10 with A in qualifying exam, space permits) 5 Points**

This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 1 curriculum. This involves Newtonian mechanics (including angular and rotational), work, energy, power, mechanical waves, sound, and electric circuits. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters. **Suggested Entry Criteria: (For grades 11,12) B or**

**better in previous science class and previous math class, teacher recommendation. (For grade 10) A in qualifying math/science exam, teacher recommendation, space available)**

**SC#### Advanced Placement Physics 2**

**Grades 11/12**

**5 points**

This course is designed to be the equivalent of the second half of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 2 curriculum. This involves fluids, thermodynamics, electricity & electro-magnetism., optics, and atomic physics. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum: previous high-level coursework in Kinematics, Newtonian Mechanics, Mechanical Waves and basic Electricity is assumed. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters. **Suggested Entry Criteria: (For grades 11,12) B or better in previous AP Physics 1 class or Honors Physics class, and B in previous math class, teacher recommendation.**

**SC4070Z Advanced Placement Environmental Science**

**Grades 11/12 (Completion of biology)**

**5 points**

AP Environmental Science is designed to explore and investigate the relationships of the natural world, identify and analyze environmental problems, both natural and human made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. The course follows the curriculum suggested by the College Board. A strong hands-on component with lab and field studies will be integrated.

**Suggested entry criteria: Completion of biology, completed or concurrent chemistry, previous science teacher recommendation.**

**Science Elective Course Offerings**



**SC3252Z Anatomy and Physiology**

**Grades 11, 12**

**5 Points**

This course will concentrate on areas of anatomy and physiology not generally covered in depth in a first year biology course. It will provide a balanced and integrated introduction to the human body suitable for students with varying needs and interests but especially for those interested in allied health fields, pre-nursing, and pre-medical education. Students complete a required internship, projects, research papers, anatomical dissections, and other laboratory exercises that reinforce the basic principles of physiology and anatomy.

**Suggested Entry Criteria: B- or better in Biology**

*\* Students have the option of earning Honors Credit through more challenging research and project work.*



**SC7258Z Astronomy**

**Grades 11, 12**

**2.5 Points**

This half-year course provides an introduction to astronomy, including terminology, history of the study of astronomy, and current theories about the universe and its origin. Students examine the relationship among the Earth, moon, and sun and the Earth's place in space. The study of the solar system includes the planets and their moons, asteroids, meteorites, meteor phenomena, and comets. The course concludes with a study of the universe beyond the solar system, including the properties of stars, stellar evolution, star clusters, galaxies, and the evolution of the universe. The course includes evening telescope observations, term research projects, and one or more field trips. Basic principles of chemistry and physics are integrated into the course, as they relate to the study of astronomy.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*



**SC7277Z Oceanography**

**Grades 11, 12**

**2.5 Points**

This half-year course provides an introduction to oceanography, including origin of the Earth and its oceans, the geography and geology of ocean basins, and plate tectonics. Students examine the chemistry of ocean water, marine sediments, and saltwater organisms and their unique adaptations. Waves and tides provide examples of the physical science supporting oceanography. Marine habitats are studied as examples of ecosystems impacted by the ocean environment. The course includes term research projects and one or more field trips. Basic

principles of chemistry and physics are integrated into the course, as they relate to the study of Oceanography.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*



### **SC7268Z Environmental Science**

**Grades 11, 12**

**5 Points**

Environmental science focuses on the study of how human activity affects habitats and the relationships among organisms and the natural world. The course will include the detailed study of the principles of ecology, including several hands-on investigations and research projects and papers. Students will investigate the earth's natural resources, including biodiversity, soil, land, air, water, and energy, with the goal of understanding the delicate balance of life on earth. Problems such as pollution, overpopulation, and extinction are studied in a global context, and students investigate a wide range of solutions based on the in-depth study of environmental science. The principles of chemistry and physics are integrated into the course, as they relate to environmental science.

**Suggested Entry Criteria: B- or better in Biology.**

*\* Students have the option of earning Honors Credit through more challenging research and project work.*



### **SC1292Z Engineering**

**Grades 11, 12**

**5 Points**

This course will utilize the Engineering the Future curriculum developed by the Museum of Science (Boston), with particular emphasis on engineering design, manufacturing, construction, communication, and energy systems. The school resources available in the technology resource center will be utilized for collaborative project design and construction, integrating concepts across the science disciplines. By reading about practicing engineers and completing hands-on design projects, students learn about the role of engineering in society and the man-made world. The class considers the role of future technological development and how people influence development through the choices that they make as workers, consumers, and citizens. The course helps students to understand the ways in which they will engineer the world of the future, whether or not they pursue technical careers. Students work in a classroom and workshop setting with woodworking materials, metals, and laboratory equipment.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*



### **SC\*\*\*\*\* Scientific Breakthroughs that Changed Human History Grades 11/12 2.5 points**

Science and history typically are taught apart from one another, yet they are intimately linked. Scientists and their work can remake entire societies, while society, in turn, shapes what discoveries are made and how they are built upon. This semester-long course focuses on key scientific discoveries that changed the course of history. In several cases, we will replicate or simulate the discovery under study. In all cases, we will read a mixture of original sources, textbook passages, and popular-level essays to get a comprehensive view of each scientific breakthrough. Students will be graded on participation, a digital journal, two lab reports, two short essays, and one in-depth poster, PowerPoint presentation, or multimedia product.

*\*Students have the option of earning Honors Credit through more challenging research and project work.*



### **SC\*\*\*\*\* Introduction to Archaeology**

**Grades 11/12 2.5 points**

This elective course is an introduction to the field of archaeology. Students will learn basic field techniques and how to conduct an archaeological excavation. The course will explore how we can recover and interpret ancient materials spanning bone, stone, ceramics, metal, and organics. Questions that will remain in the background are: How can we reconstruct the past from material remains? What can objects tell us about people? The course will survey ancient cultures through the lens of their archaeological traces, focusing on the major themes of the origins of families, farming, and cities. This is an interdisciplinary course drawing from the fields of geology, chemistry, and biology, as well as history and anthropology. Grading will be based on quizzes/tests, lab notebook, written reflections, and a research project, paper and presentation.

**Suggested entry criteria: World History and Physical Science**

## **Visual Arts**

Visual art courses offer a wide variety of disciplines and media and allow students to explore and strengthen their creativity and their creative problem solving skills. The curriculum in all courses has been designed to maximize the development of certain thinking skills that lead to expressive, personal and independent original work. Students are encouraged to think, write and speak critically about their own work, the work of other students and the work of contemporary and historical artists and art forms.

The curriculum is aligned with the Massachusetts Visual Arts Frameworks and with the latest research in the art educational field. All courses fulfill the AHS Fine Art 5 credit graduation requirement.

	Curriculum H	Curriculum A
<b>Grades 9-12</b>		AC1205Z Art I *
<b>Grades 10-12</b>		AC2205Z Art II** AC3588Z Digital Photography I AC7830Z Mixed Media and Sculpture AC7820Z Painting
<b>Grades 11 &amp; 12</b>	AC3105Z Portfolio Preparation AC3590Z Digital Photography II AC4000Z AP Studio Art	
<b>Grade 12</b>	AC4130Z Advanced Portfolio Preparation	

#### **AC1205Z Art I Curriculum A**

**Grades 9, 10, 11, 12 5 Points**

Art I is the foundational course in studio art and it is a Suggested Entry Criteria for all advanced studio art courses. The course is designed to increase students' understanding of the potential of visual art to communicate personal feelings and ideas. A rich variety of materials and techniques are introduced through projects that emphasize both creativity and skill building. Students study perspective, observational landscape and still-life drawing, expressive portrait and figure drawing, graphic design, painting, and clay sculpture. The contributions of many world cultures are used for inspiration as is the work of contemporary artists from all over the world. \* (NOTE: With permission from the Director of Visual Art, some students in grade 9,10,11 or 12 can select Art II.)

#### **AC2205Z Art II Curriculum A**

**Grades 10, 11, 12**

**5 Points**

Art II is an advanced general art studio class that builds on the skills and concepts learned in Art I. New media is introduced including oils, acrylics, and block printing. Students explore selected historical periods and contemporary art styles. Students are encouraged to express their own ideas and feelings through their art making. Students incorporate these influences into their own work and learn to describe and analyze their work and the work of others using appropriate visual arts vocabulary. Weekly homework sketchbook assignments are required. \*\* (NOTE: With permission from the Director of Visual Art, some students in grade 10,11 or 12 can select Art II.)

**Suggested Entry Criteria:** Art I

#### **AC7830Z Mixed Media and Sculpture Curriculum A Grades 10, 11, 12 5 Points**

This studio course is designed for students who want to explore a wide variety of media and techniques in the area of sculpture (3D). Materials and processes include hand building in clay, assemblage, wire, found object construction, installations, public art, environmental art, and other traditional and non-traditional methods of art

making. Students are introduced to contemporary and historical artists and issues in sculpture across cultures. Students work both independently and collaboratively to complete creative works ready for critique and exhibition.

**Suggested Entry Criteria:** Art I

**AC7820Z Painting Curriculum A Grades 10, 11, 12 5 points**

This studio course is designed for students who want to explore painting in depth. The course focuses on both contemporary and traditional approaches to portraiture, still life, landscape, abstraction and working from the imagination. Students learn to use painting as a way to express and develop their own style and their own ideas. Students develop skills in the use of a variety of painting media and techniques including acrylic, oil, gouache and watercolor. The course also offers students opportunities to draw from observation in both wet and dry media. Studio work is supplemented by presentations of contemporary and historical works, technical demonstrations, class discussions, readings, critiques and field trips.

**Suggested Entry Criteria:** Art I

**AC3105Z Portfolio Preparation Curriculum H Grades 11, 12 5 Points**

This honors level studio course emphasizes portfolio development, presentation, and individual expression through in-depth projects. Students develop their skills in traditional and new media, study movements in art history, and explore the role artists are playing and have played in changing society. Students complete a balanced portfolio that is essential for AP Art preparation and for application to all accredited art schools, colleges and universities.

**Suggested Entry Criteria:** 2 years of studio art and portfolio review

**AC4130Z Advanced Portfolio Preparation Curriculum H Grade 12 5 Points**

This honors level advanced studio course is aligned with the Massachusetts Visual Arts Frameworks and allows students to perfect their skills in a variety of advanced art media. Students study major movements in art history, contemporary art influences of various cultures on the world of art, and artists' writings about their art through independent projects. Students are expected to incorporate a variety of art media into integrated, creative, well-composed art works. Students demonstrate their knowledge of formal and conceptual issues, composition, color, design, 2-D and 3-D work, as well as responding critically to their own work and the work of others.

**Suggested Entry Criteria:** 3 years of studio art and portfolio review

**AC4000Z Advanced Placement Studio Art Curriculum H Grades 11, 12 5 Points**

This course aligns directly with the guidelines established by the College Board Advanced Placement in Art program. It is intended for highly motivated, serious students who want to create a college-level portfolio that demonstrates quality, a specific concentration on a visual problem, and breadth of knowledge. Students become independent thinkers who create both intuitively and critically. Students study major movements in art history, influences of various cultures on the world of art, and artists' writings about their work. Students should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students need to work beyond scheduled periods on weekends and after school. Weekly homework assignments and summer readings are also required. Students are required to take the AP Exam.

**Suggested Entry Criteria:** 3 years of studio art and portfolio review

**AC3588Z Digital Photography I Curriculum A Grades 10, 11, 12 5 Points**

In this course, students learn how to carefully compose, craft and print photographs through digital imaging processes. Students study basic film and digital camera functions and photography equipment: lenses, aperture, depth of field, ASA, shutter speed, lighting, exposure controls, formatting, and file storage, and workflow. Contextual formats, such as point of view, the history of photography, and career opportunities in commercial photography will be explored. Students develop a portfolio of their work and participate in exhibits. All students electing this course must own a digital camera. Adobe Creative Cloud applications, such as Photoshop and Lightroom are used as creative editing software. **Required Entry Criteria:** Art I

**AC3590Z Digital Photography II Grades 11, 12 5 Points**

This course allows students to further refine their skills in advanced digital imaging techniques to create well-composed images for commercial and Fine Art applications. Students are encouraged to use photography to

express personal feelings and ideas. Students study major photographers, historical movements in art, and make interdisciplinary multimedia connections. Students are introduced to digital film, video animation, and interdisciplinary “STEAM projects. Connections with the local cable company, ACMI are made to enhance student’s understanding of digital production and broadcasting. Career opportunities in commercial photography are explored. Students present their work in a portfolio and in an exhibition. All students electing this course must own a digital camera. Adobe Creative Cloud applications such as Photoshop and Lightroom are used as creative editing software.

## World Languages

The study of modern and classical languages is essential for global understanding. At Arlington High School, students may choose from five modern and classical world languages. Students are required to complete two years of language study for graduation. However, most competitive colleges require *three to four years* of the same language and state colleges require two years of the same language at a minimum. For this reason, students who choose to change their language after only one year of study, many only do so with approval from the Principal. Students generally begin high school in the second year of language study, but may begin a new language at any point. Students who would like to take an additional language as an elective are encouraged to do so.

Our curriculum is aligned with the Massachusetts Curriculum Frameworks for Foreign Languages and we track student progress using the national proficiency guidelines developed by ACTFL (the American Council for the Teaching of Foreign Languages). All modern language courses are conducted almost exclusively in that language, with little to no use of English.

**A typical sequence of courses for a student who completed the first year of language study in the middle school (7<sup>th</sup> and 8<sup>th</sup> grade) or for those students who are starting a new language in the high school or may need to repeat a year of study is as follows:**

	Curriculum – Honors	Curriculum A/ Heterogeneous	Students Beginning Language
<b>Grade 9</b>	ML2105Z French 2H ML2120Z Italian 2H CL2105Z Latin 2H ML2115Z Mandarin 2H ML2110Z Spanish 2H (Students who completed level 1 in the middle school)	ML2205Z French 2A ML2220Z Italian 2A CL2205Z Latin 2A ML2215Z Mandarin 2A ML2210Z Spanish 2A (Students who completed level 1 in the middle school)	ML1015Z French 1 Introductory ML1020Z Italian 1 Introductory CL1015Z Latin 1 Introductory CL1115Z Latin Language and Culture 1A ML1000Z – Mandarin 1 Introductory ML1010Z – Spanish 1 Introductory
<b>Grade 10</b>	ML3105Z French 3H ML3120Z Italian 3H CL3105Z Latin 3H ML3115Z Mandarin 3H ML3110Z Spanish 3H	ML3205Z French 3A ML3220Z Italian 3A CL3205Z Latin 3A ML3210Z Spanish 3A ML3215Z Mandarin 3A	ML2205Z French 2A or ML2105Z French 2H CL2205Z Latin 2A or CL2105Z Latin 2H or CL1116Z Latin Language and Culture 1B ML2215Z Mandarin 2A or ML2115Z Mandarin 2H ML2210Z Spanish 2A or ML2110Z Spanish 2H ML2120Z Italian 2H or ML2220Z Italian 2A

<b>Grade 11</b>	<b>ML4105Z French 4H</b> <b>CL4105Z Latin 4H</b> <b>ML4115Z Mandarin 4H</b> <b>ML4110Z Spanish 4H</b>	<b>ML4205Z French 4A</b> <b>CL4205Z Latin 4A</b> <b>ML4215Z Mandarin 4A</b> <b>ML4210Z Spanish 4A</b>	<b>ML3205Z French 3A</b> or <b>ML3105Z French 3H</b> <b>ML3120Z Italian 3H</b> <b>ML3220Z Italian 3A</b> <b>CL3205Z Latin 3A</b> or <b>CL3105Z Latin 3H</b> <b>ML3215Z Mandarin 3A</b> or <b>ML3115Z Mandarin 3H</b> <b>ML3210Z Spanish 3A</b> or <b>ML3110Z Spanish 3H</b>
<b>Grade 12</b>	<b>ML5105Z French 5H</b> <b>CL5105Z Latin 5H</b> <b>ML5110Z Spanish 5H</b> <b>ML5005Z AP French</b> <b>CL5005Z AP Latin</b> <b>ML5305Z AP Spanish</b>	<b>ML5205Z French 5A</b> <b>CL5205Z Latin 5A</b> <b>ML5210Z Spanish 5A</b>	<b>ML4205Z French 4A</b> or <b>ML4105Z French 4H</b> <b>CL4205Z Latin 4A</b> or <b>CL4105Z Latin 4H</b> <b>ML4215Z Mandarin 4A</b> or <b>ML4115Z Mandarin 4H</b> <b>ML4210Z Spanish 4A</b> or <b>ML4110Z Spanish 4H</b>

## **French**

French continues to be a crucial international language, being spoken by over 120 million native and non-native speakers across the globe. It is also the only language besides English that is spoken on five continents and is taught in every country in the world. Arlington High School offers the following courses in French.

### **ML1015Z French 1 – Introductory**

**5 Points**

This is an introductory course designed for first-year students who begin the study of French in the High School and for students who studied French in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in aural understanding, speaking, reading, and writing. Students will be introduced to the culture of French-speaking countries. Upon successful completion of this course, students may move either to French 2A or French 2H, pending grades and teacher recommendation.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

At the end of the year students will be able to...

- pronounce French words.
- introduce themselves and have a basic conversation.
- discuss a variety of basic topics using correct language structures.
- write on a variety of topics in grammatically-accurate French.
- recognize French-speaking countries and discuss cultural differences.
- achieve a “Novice Mid” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

### **ML2205Z French 2 – Curriculum A**

**5 Points**

### **ML2105Z French 2 – Curriculum H**

**5 Points**

In this second year course, students build off of and expand upon knowledge acquired in French 1. They develop early intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture in French-speaking countries.

At the end of the year students will be able to...

- carry on basic and intermediate conversations on a variety of topics.
- describe past events and other early intermediate topics using correct language structures.
- write on a variety of early intermediate topics in grammatically-accurate French.
- recognize French-speaking countries and discuss important cultural differences.

- achieve a “Novice High” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

Successful completion of French 1 with a grade of B+ or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of French 1 with a grade of C- or above and teacher recommendation.

### **ML3205Z French 3 – Curriculum A**

**5 Points**

### **ML3105Z French 3 – Curriculum H**

**5 Points**

In this third year course, students build off of and expand upon knowledge acquired in French 2. They develop intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture of French-speaking countries.

At the end of the year students will be able to...

- carry on intermediate conversations on a variety of topics.
- describe past, future, and hypothetical events using correct language structures.
- write on a variety of basic topics in grammatically-accurate French.
- recognize French-speaking countries and discuss important cultural differences.
- achieve an “Intermediate Mid” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

Successful completion of French 2H with a grade of B- or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of French 2A with a grade of C- or above and teacher recommendation.

### **ML4205Z French 4 – Curriculum A**

**5 Points**

### **ML4105Z French 4 – Curriculum H**

**5 Points**

In this advanced intermediate course, students will continue to develop their aural, reading, writing, and speaking proficiency through the use of authentic materials, such as poetry, short stories, novels, films, music and newspaper articles. Students taking the course for Honors credit will be expected to participate in the Café Parisian competition, in which they develop a business plan for their own Café in a section of Paris. The projects will be judged by a panel of community members at the end of the year. By the end of the course, students should achieve an “Intermediate High” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested Criteria for Honors:*

Successful completion of French 3H with a grade of B- or above and teacher recommendation.

*Suggested Criteria for Curriculum A:*

Successful completion of French 3A with a grade of C- or above and teacher recommendation.

### **ML5205Z French 5: French & Francophone Cinema – Curriculum A**

**5 Points**

### **ML5105Z French 5: French & Francophone Cinema – Curriculum H**

**5 Points**

In this advanced course, students will further develop their language skills through the study French and Francophone cinema. Each unit will focus on different themes, and students will watch and analyze films as they relate to those themes. Students will look at original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. By the end of the course, students should achieve an “Advanced Low” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

Successful completion of French 4H with a grade of C+ or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of French 4A with a grade of C+ or above and teacher recommendation.

### **ML5005Z Advanced Placement French Language & Culture**

**5 Points**

This is a college-level course in which students will further develop reading, writing, listening and speaking skills in French. Students will be able to understand and critique novels, plays, articles, orations, and films orally and in writing using all verb tenses and moods. Students will be exposed to cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. Student proficiency will be assessed using the three modes of communication: presentational, interpretive and inter-personal. By the end of the course, students should achieve an “Advanced Low” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*All students are required to take the College Board’s Advanced Placement exam in May.*

*Suggested criteria for AP:*

Successful completion of French 4H with a grade of B+ or above and teacher recommendation.

## **Italian**

Italian is an important heritage language for many Americans. Italy remains a world leader in many important fields, and its economy is one of the top five in the world. According to UNESCO, over 60% of the world’s treasures are found in Italy. Arlington High School offers the following courses in Italian.

### **ML1020Z Italian 1 – Introductory**

**5 Points**

This is an introductory course designed for first-year students with little or no background in Italian. This course aims to develop basic proficiency in aural understanding, speaking, reading, and writing. Pair and group activities will provide students with ample opportunities to use the target language in different settings and contexts. Cultural awareness will be stressed through videos, on-location video footage of native speakers, readings and projects. Upon successful completion of this course, students may move either to Italian 2A or Italian 2H, pending grades and teacher recommendation.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

At the end of the year students will be able to...

- pronounce Italian words.
- introduce themselves and have a basic conversation.
- discuss a variety of basic topics using correct language structures.
- write on a variety of basic topics in grammatically-accurate Italian.
- recognize Italian-speaking countries and regions and discuss cultural differences.
- achieve a “Novice Mid” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

### **ML2220Z Italian 2 – Curriculum A**

**5 Points**

### **ML2120Z Italian 2 – Curriculum H**

**5 Points**

In this second year course, students build off of and expand upon knowledge acquired in Italian 1. They develop early intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of Italian culture.

At the end of the year students will be able to...

- carry on basic and intermediate conversations on a variety of topics.
- describe past events and other early intermediate topics using correct language structures.
- write on a variety of early intermediate topics in grammatically-accurate Italian.
- recognize the different Italian regions and discuss important differences.
- achieve an “Novice High” level on the ACTFL (American Council on the Teaching of Foreign Languages)

Proficiency guidelines.

*Suggested criteria for Honors:*

*Successful completion of Italian 1 with a grade of B+ or above and teacher recommendation.*

*Suggested criteria for Curriculum A:*

*Successful completion of Italian 1 with a grade of C- or above and teacher recommendation.*

**ML3220Z Italian 3 – Curriculum A 5 points**

**ML3120Z Italian 3 – Curriculum H 5 points**

In this third year course, students build off of and expand upon knowledge acquired in Italian 2. They develop intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of Italian culture.

At the end of the year, students will be able to...

- carry on intermediate conversations on a variety of topics.
- describe past, future, and hypothetical events using correct language structures.
- write on a variety of basic topics in grammatically-accurate Italian.
- recognize the different Italian regions and discuss important cultural differences.
- achieve an “Intermediate Mid” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

*Successful completion of Italian 2H with a grade of B- or above and teacher recommendation.*

*Suggested criteria for Curriculum A:*

*Successful completion of Italian 2H with a grade of C- or above and teacher recommendation.*

## **Latin**

Latin is the foundation of all the romance languages and makes up approximately 60% of English vocabulary. Its profound influence on the thought and culture of Western civilization makes it an important foundation of academic study. Arlington High School offers the following courses in Latin.

### **CL1015Z Latin 1 – Introductory**

**5 Points**

This is an introductory course designed for first-year students who begin the study of Latin in the High School and for students who studied Latin in the Middle School and would benefit from additional practice of the language. Students read simple Latin narratives written for the modern student such as short stories dealing with the people of the early Roman Empire. They identify historical or cultural figures and discuss their contributions, while also comparing and contrasting ways in which the Latin language is different from and similar to English. Students use the knowledge of Latin vocabulary to broaden their English vocabulary base.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

At the end of the year students will be able to...

- master vocabulary words to improve proficiency in both Latin and English.
- translate elementary Latin passages.
- discuss the culture and archaeology of Pompeii, Egypt and Britain.
- read and understand basic elements of Latin grammar.
- write simple Latin sentences.
- recognize elements of Latin language and Roman culture which exist within modern Western civilization.

### **CL1115Z Latin Language and Culture 1A Curriculum B**

**5 points**

This course and Latin Language and Culture 1B will offer students the opportunity to explore cultural topics in depth while following the Latin 1 syllabus at a slower pace. A wide variety of activities will be used to teach and reinforce Latin grammar and vocabulary, as well as English prefixes and roots derived from Latin. Students use the knowledge of Latin vocabulary to broaden their English vocabulary base, and improve their literacy skills in

English. Students will be encouraged to select both courses. Enrollment in this course requires the approval of the Director of World Languages.

**CL1116Z Latin Language and Culture 1B Curriculum B**

**5 points**

This course is a continuation of Latin Language and Culture 1A, and offers students the opportunity to explore cultural topics in depth while following the Latin 1 syllabus at a slower pace. A wide variety of activities will be used to teach and reinforce Latin grammar and vocabulary, as well as English prefixes and roots derived from Latin. Students use the knowledge of Latin vocabulary to broaden their English vocabulary base, and improve their literacy skills in English. Enrollment in this course requires the approval of the Director of World Languages. *Upon successful completion of this course, students may enroll in Latin 2A or H, depending on teacher recommendation.*

**CL2205Z Latin 2 – Curriculum A**

**5 Points**

**CL2105Z Latin 2 – Curriculum H**

**5 Points**

In this second year course, students build off of and expand upon knowledge acquired in Latin 1. Students read and discuss narratives in Latin, which leads to an understanding of the themes, characters, and settings of the story. Students will be able to explain the relationship between and among social structures such as Roman town life, military customs, and religious practices. They will also compare, contrast, and analyze the use of the Latin language to develop a sense of complex sentence structure in English and in Latin. Other skills to be developed include describing and analyzing current and/or historical events through a study of major happenings during the Roman Empire. Students may also prepare displays for the school community about the target language and culture.

At the end of the year students will be able to...

- master vocabulary words to improve proficiency in both Latin and English.
- translate intermediate Latin passages.
- describe the culture and archaeology of Roman Britain.
- read and understand more complex elements of Latin grammar.
- translate from English to Latin, using more advanced grammar and syntax.
- recognize elements of Latin language and Roman culture which exist within modern Western civilization.

*Suggested criteria for Honors:*

Successful completion of Latin 1 with a B+ or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Latin 1 with a C- or above and teacher recommendation.

**CL3205Z Latin 3 – Curriculum A**

**5 Points**

**CL3105Z Latin 3 – Curriculum H**

**5 Points**

In this third year course, students build off of and expand upon knowledge acquired in Latin 2. Students continue reading Latin narratives which focus on the story recounts the Roman conquest of Judea, the building of Titus' Arch, and the intrigue between Domitia Augusta and the actor Paris. Students will read the literary text and understand historical characters, plots, settings and themes. The effects of "Romanization" on provincial inhabitants and their culture will be discussed and compared. Students will also relate works of art, architecture and literature to legendary and historical aspects of Greco-Roman culture.

At the end of the year students will be able to...

- master additional vocabulary words to improve proficiency in both Latin and English.
- translate intermediate Latin passages.
- describe the culture and archaeology of Rome.
- read and understand more advanced elements of Latin grammar
- translate from English to Latin, using more advanced constructions such as ablative absolute, indirect questions etc.
- recognize elements of Latin language and Roman culture which exist within modern Western civilization.

*Suggested criteria for Honors:*

Successful completion of Latin 2H with a B- or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Latin 2A with a C- or above and teacher recommendation.

**CL4205Z Latin 4 – Curriculum A**

**5 Points**

**CL4105Z Latin 4 – Curriculum H**

**5 Points**

This advanced course will build upon the skills developed in Latin 3. Students will continue reading more advanced Latin narratives that are set in the city of Rome. The highlight of the narrative is the ultimate downfall of the senatorial scoundrel Salvius. Students will read and identify samples of the major genres such as satire and lyric poetry as they develop advanced skills in reading and translation. Students will learn about and demonstrate an understanding of significant Roman institutions such as marriage, education, and law. By comparing and contrasting advanced aspects of Latin and English grammar, students gain insight into the ancient language and our own. Students will also be able to draw comparisons and note differences between Roman cultural customs such as patronage and similar practices in our own society. A connection with the history of the Roman Imperial period will afford students the opportunity to obtain essential information as background to the class readings.

*Suggested criteria for Honors:*

Successful completion of Latin 3H with a B- or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Latin 3A with a C- or above and teacher recommendation.

**CL5205Z Latin 5 – Curriculum A**

**5 Points**

**CL5105Z Latin 5 – Curriculum H**

**5 Points**

In this advanced course, students read and analyze original pieces of Roman literature, such as the poetry of Vergil and Ovid, and the letters of Cicero and Pliny. Students will gain an understanding of these writings as representations of the Roman literary tradition. Students also expand their appreciation of the ancient culture and way of life as revealed by the Romans themselves in these original works. Additional work in vocabulary building and grammar will facilitate the process of comparing and contrasting the respective language systems of English and Latin. Students will deepen their understandings of Roman history, mythology, art, architecture, and other cultural and historical considerations.

*Suggested criteria for Honors:*

Successful completion of Latin 4H with a B- or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Latin 4A with a C- or above and teacher recommendation.

**CL5005Z Advanced Placement Latin**

**5 Points**

This college-level course focuses on Vergil's momentous epic poem, the Aeneid and Caesar's memoirs. Students will use their already considerable skills in Latin to gain a mastery of the Latin language as a medium of literary expression, and will examine the phenomenon of language and literary technique as utilized by the premier Roman poet, Vergil, and the premier prose writer, Caesar. Students will gain insight into the roots of cultural diversity from such ancient civilizations as Greece, Carthage, Gaul and the Near Middle East and will learn how these cultural forces affected the history of Rome during the end of the republic and the beginning of the empire. Students will compare and contrast the mythic nature of the epic poem to the history of the Gallic war as presented by Caesar. There will be constant reference to and investigation of the history of this period of great transition for the Roman world. Students are expected to begin the course with excellent mastery of all basic elements of Latin grammar as well as the ability to recognize and handle such advanced grammatical topics as indirect statement, uses of participles and gerundives, and the plethora of complex sentence types in Latin. *All*

students are required to take the College Board's Advanced Placement exam in May.

*Suggested criteria for AP:*

Successful completion of Latin 4H with a grade of B+ or above and teacher recommendation.

## **Mandarin**

Mandarin continues to grow in importance as an international language. Currently, one-fifth of the global population speaks Mandarin Chinese, with over 870 million native speakers worldwide. Arlington High School currently offer the following courses in Mandarin.

### **ML1000Z Mandarin 1 Introductory**

**5 Points**

This is an introductory course designed for first-year students with little or no background in Mandarin. This course aims to develop basic proficiency in aural understanding, speaking, reading, and writing. Students will be introduced to the culture of Mandarin-speaking countries. Upon successful completion of this course, students may move to either Mandarin 2H or 2A, pending grades and teacher recommendation.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

At the end of the year students will be able to...

- pronounce Mandarin words.
- introduce themselves and have a basic conversation.
- discuss a variety of basic topics using correct language structures.
- read and understand the complete pinyin spelling system.
- write some basic Chinese characters and use them to construct basic sentences.
- hear and understand the four tones of Mandarin.
- recognize Mandarin-speaking countries and discuss cultural differences.
- achieve a "Novice Mid" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

### **ML2215Z Mandarin 2 – Curriculum A**

**5 Points**

### **ML2115Z Mandarin 2 – Curriculum Honors**

**5 Points**

This is a second-year course in which students build off of and expand upon knowledge acquired in Mandarin 1. They develop advanced beginner proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture of Mandarin-speaking countries.

At the end of the year students will be able to...

- pronounce Mandarin words.
- have conversations in Mandarin on a variety of basic topics.
- discuss a variety of basic topics using correct language structures.
- use pinyin to read and write Chinese characters.
- draw traditional Chinese painting and calligraphy.
- hear, understand, and pronounce the four tones of Mandarin.
- recognize Mandarin-speaking countries and discuss cultural differences.
- achieve a "Novice High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

Successful completion of Mandarin 1 with a grade of B+ or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Mandarin 1 with a grade of C- or above and teacher recommendation.

### **ML3215Z Mandarin 3 – Curriculum A**

**5 Points**

### **ML3115Z Mandarin 3 – Curriculum Honors**

**5 Points**

This is a third-year course in which students build off of and expand upon knowledge acquired in Mandarin 2. They develop advanced beginner proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture of Mandarin-speaking countries.

At the end of the year students will be able to...

- pronounce a variety of Mandarin words.
- have hypothetical discussions topics using correct language structures.
- write a variety of Chinese characters and use them to write more complex sentences.
- listen to and understand intermediate Mandarin conversations.
- discuss a variety of cultural aspects.
- achieve a “Novice Intermediate Low” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

Successful completion of Mandarin 2H with a grade of B- or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Mandarin 2A with a grade of C- or above and teacher recommendation.

#### **ML4215Z Mandarin 4 – Curriculum A**

**5 Points**

#### **ML4115Z Mandarin 4 – Curriculum Honors**

**5 Points**

This is a fourth-year course in which students build off of and expand upon knowledge acquired in Mandarin 3. They develop low intermediate proficiency in aural understanding, speaking, reading, and writing. Students deepen their understanding of the culture of Mandarin-speaking countries.

At the end of the year students will be able to...

- increase their vocabulary, speaking, listening, and writing skills.
- use more complex linguistic structures to build and refine their understanding of Chinese grammar.
- achieve a greater knowledge of Chinese traditional culture, calligraphy, and ink brush painting.
- achieve a greater knowledge of Chinese geography and the cultures associated with different regions.
- read and translate simple short stories and newspaper articles.
- write articles of about 1000 to 1500 Chinese characters.
- achieve an “Intermediate Mid” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

Successful completion of Mandarin 3H with a grade of B- or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Mandarin 3A with a grade of C- or above and teacher recommendation.

#### **ML5215Z Mandarin 5 – Curriculum A**

**5 points**

#### **ML5115Z Mandarin 5 – Curriculum H**

**5 points**

In this advanced-intermediate course, students will further develop their language skills in Mandarin through the use of authentic reading and listening materials, while practicing speaking and writing. While this course will be combined with the level 4 class, students will be expected to do more challenging projects and in-depth work on a variety of topics and the teacher will diversify the grading according to the level assigned to the student at time of course placement.

## **Spanish**

The importance of studying Spanish can be seen all around us. There are over 30 million people of Hispanic origin living in the United States alone. Arlington High School offers the following courses in Spanish.

### **ML1010Z Spanish 1 Introductory**

**5 Points**

This course aims to develop basic proficiency in aural understanding, speaking, reading, and writing. Students will be introduced to the culture of Spanish-speaking countries. Upon successful completion of this course, students may move either to Spanish 2A or Spanish 2H, pending grades and teacher recommendation.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

At the end of the year students will be able to...

- pronounce Spanish words.
- introduce themselves and have a basic conversation.
- discuss a variety of basic topics using correct language structures.
- write on a variety of basic topics in grammatically-accurate Spanish.
- recognize Spanish-speaking countries and discuss cultural differences.
- achieve a “Novice Mid” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

#### **ML2210Z Spanish 2 – Curriculum A**

**5 Points**

#### **ML2110Z Spanish 2 – Curriculum H**

**5 Points**

In this second year course, students build off of and expand upon knowledge acquired in Spanish 1. They develop early intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture of Spanish-speaking countries.

At the end of the year students will be able to...

- carry on basic and intermediate conversations on a variety of topics.
- describe past events and other early intermediate topics using correct language structures.
- write on a variety of early intermediate topics in grammatically-accurate Spanish.
- recognize Spanish-speaking countries and discuss important cultural differences.
- achieve an “Novice High” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

*Successful completion of Spanish 1 with a grade of B+ or above and teacher recommendation.*

*Suggested criteria for Curriculum A:*

*Successful completion of Spanish 1 with a grade of C- or above and teacher recommendation.*

#### **ML3210Z Spanish 3 – Curriculum A**

**5 Points**

#### **ML3110Z Spanish 3 – Curriculum H**

**5 Points**

In this third year course, students build off of and expand upon knowledge acquired in Spanish 2. They develop intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture of Spanish-speaking countries.

At the end of the year students will be able to...

- carry on intermediate conversations on a variety of topics.
- describe past, future, and hypothetical events using correct language structures.
- write on a variety of basic topics in grammatically-accurate Spanish.
- recognize Spanish-speaking countries and discuss important cultural differences.
- achieve an “Intermediate Low” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

*Successful completion of Spanish 2H with a grade of B- or above and teacher recommendation.*

*Suggested criteria for Curriculum A:*

*Successful completion of Spanish 2A with a grade of C- or above and teacher recommendation.*

#### **ML4210Z Spanish 4 – Curriculum A**

**5 Points**

#### **ML4110Z Spanish 4 – Curriculum H**

**5 Points**

In this advanced intermediate course, students will continue to develop their aural, reading, writing, and speaking

proficiency through the use of authentic materials, such as poetry, short stories, novels, films, music and newspaper articles. By the end of the course, students should achieve an “Intermediate High” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

Successful completion of Spanish 3H with a grade of B- or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Spanish 3A with a grade of C- or above and teacher recommendation.

**ML5210Z Spanish 5: Spanish Cinema – Curriculum A**

**5 Points**

**ML5110Z Spanish 5: Spanish Cinema – Curriculum H**

**5 Points**

In this advanced course, students will further develop their language skills through the study Spanish and Hispanic cinema. Each unit will focus on different geographical areas of the Spanish-speaking world, and students will watch and analyze films from those regions. Students will look at original novels and/or short stories on which the films were based, read film analyses, develop and discuss their historical importance and present their own opinions in written and oral presentations. By the end of the course, students should achieve an “Advanced Low” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*Suggested criteria for Honors:*

Successful completion of Spanish 4H with a grade of C+ or above and teacher recommendation.

*Suggested criteria for Curriculum A:*

Successful completion of Spanish 4A with a grade of C+ or above and teacher recommendation.

**ML5305Z Advanced Placement Spanish Language**

**5 Points**

This is a college-level course in which students will further develop reading, writing, listening and speaking skills in Spanish. Students will be able to understand and critique novels, plays, articles, orations, and films orally and in writing using all verb tenses and moods. Students will be exposed to cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. Student proficiency will be assessed using the three modes of communication: presentational, interpretive and inter-personal. By the end of the course, students should achieve an “Advanced Low” level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

*All students are required to take the College Board’s Advanced Placement exam in May.*

*Suggested criteria for AP:*

Successful completion of Spanish 4H with a grade of B+ or above and teacher recommendation.

**ML6000Z Spanish for Heritage Speakers - Español para Hispanohablantes**

**5 Points**

This course addresses the needs of students who have grown up in a home where the dominant language spoken is Spanish. These students may understand the language and speak it at different levels. Students will have the opportunity to work with native or bilingual speakers in order to improve or strengthen all skills: listening, speaking, reading, and writing. There will be a particular emphasis on developing literacy in Spanish. Heritage speakers will acquire the necessary requirements to enter upper level and AP Spanish courses.

*\* Students have the option of earning Honors Credit through more challenging research and project work.*

Este curso responde a las necesidades de los estudiantes que han crecido en un hogar donde la lengua dominante hablada es el español. Puede que estos estudiantes entiendan el idioma y lo hablen en diferentes niveles. Los estudiantes tendrán la oportunidad de trabajar con hablantes nativos o bilingües con el fin de mejorar o fortalecer todas las habilidades: escuchando, hablando, leyendo y escribiendo. Habrá un énfasis especial en el desarrollo de la alfabetización en español. Los hablantes de lengua heredada adquirirán los requisitos necesarios para entrar en niveles superiores y el curso de Español AP. *Los estudiantes tienen la opción de obtener “Honors Credit” por hacer investigaciones exigentes y otros proyectos.*

**ML1111Z Spanish for Conversation (Novice 1) – Curriculum B****5 points**

With an emphasis on practical applications of Spanish, students will develop basic conversational skills and be able to apply them to a variety of real-world situations. Students will develop an understanding of Hispanic culture in the United States and the importance of Spanish globally. This course is open to students enrolled in the Workplace program. Admission by students not enrolled in Workplace requires approval from the Principal and the Director of World Languages.

**ML1211Z Spanish for Conversation (Novice-2) – Curriculum B      5 points**

A continuation of Spanish for Conversation (Novice-1), this course emphasizes the practical applications of Spanish. All topics are rooted in real-world situations to help students develop meaningful conversational skills. Students also broaden their understanding of Hispanic culture in the United States and the importance of Spanish worldwide. This course is open to students enrolled in the Workplace program. Admission by students not enrolled in Workplace requires approval from the Principal and the Director of World Language. *Upon successful completion of this course, students may enroll in Spanish 2A or H, depending on teacher recommendation.*

**World Language Electives**

The following electives are open to all students, but *will **not be counted** towards the two year language graduation requirement.*

**Digital Language Courses – Curriculum H**

Students who are interested in learning a language that is not currently offered at Arlington High School may enroll in an online course through Brigham and Young University's Independent Study program. While students will work independently, the course will be supervised by a World Language teacher who will monitor students' progress and provide assistance when possible. Students are expected to pay a fee to Brigham and Young University before the school year begins to reserve their place in the course. Students may also be required to purchase a textbook for their course. Students must consult with the World Language Director prior to enrolling in a course.

**OL7000Z Arabic 1 – Part 1 (5 points)****OL7020Z Arabic 1 – Part 2 (5 points)****OL7030Z Arabic 2 – Part 1 (5 points)****OL7040Z Arabic 2 – Part 2 (5 points)****OL7011Z American Sign Language 1 – Part 1 (5 points)****OL7021Z American Sign Language 1 – Part 2 (5 points)****OL7031Z American Sign Language 2 - Part 1 (5 points)****OL7041Z American Sign Language 2 - Part 2 (5 points)****OL7012Z German 1 – Part 1 (5 points)****OL7022Z German 1 – Part 2 (5 points)****OL7013Z German 2 – Part 1 (5 points)****OL7023Z German 2 – Part 2 (5 points)****OL7014Z Japanese 1 – Part 1 (5 points)****OL7024Z Japanese 1 – Part 2 (5 points)****OL7015Z Japanese 2 – Part 1 (5 points)****OL7025Z Japanese 2 – Part 2 (5 points)****OL7106Z Russian 1 – Part 1 (5 points)****OL7026Z Russian 1 – Part 2 (5 points)****OL7017Z Russian 2 – Part 1 (5 points)****OL7027Z Russian 2 – Part 2 (5 points)**

**ML7102Z World Language Teaching Internship**  
**ML7103Z World Language Teaching Internship**

**Grades 11,12**  
**Grades 11,12**

**2.5 Points**  
**5 Points**

11<sup>th</sup> or 12<sup>th</sup> grade students with an interest in a career in education or a desire to assist other students may enroll in this class after meeting with one of the language teachers and the World Language Director. Students in this program will be paired with a language teacher, and will assist students in a designated language course. Responsibilities will include helping with the teacher's administrative tasks and providing individual assistance to students. Hours may be counted as community service. Appropriate fluency in the target language is required.

**Technology, Self-Directed Courses and Miscellaneous Electives**

	<b>Curriculum A</b>	<b>Ungraded courses</b>
<b>Gr. 9</b>		FR9999Z Freshman Seminar
<b>Grades 11-12</b>		CD6000Z Technology Intern AP9999Z AP Seminar IS0000Z Independent Study
<b>Grade 12</b>	PJ1011Z Senior Project	SP0000Z Senior Privilege

**PJ1011Z Senior Project**

**Grade 12**

**2.5 or 5 Points**

This is an exciting opportunity for students to explore a topic of their own choice. Students will independently plan and produce a comprehensive project in an academic or other area of interest that shows significant creativity, research, and thoughtfulness. Assessment will be based on a final presentation or performance of the work done throughout the year.

**IS0000Z Independent Study**

**Grades 11, 12**

**No Points**

Independent Study allows students to manage their study time when it occurs in first or last period of the day at home or in the school cafeteria or media center. Students on Independent Study are monitored by the AHS Deans who will assign them to Directed Study if their grades fall below a passing level or if a parent or teacher requests such a transfer.

**SP0000Z Senior Privilege**

**Grade 12**

**No Points**

Senior Privilege allows students the opportunity to manage their study time in the school cafeteria or library media center. Seniors may also use senior privilege to assist teachers and counselors or to participate in activities such as Yearbook. Seniors who are failing any major subjects will lose senior privilege and be assigned to additional tutoring support or directed study.

**AP9999Z AP Seminar**

**No Points**

Students who are taking AP courses can take this seminar class for no credit. It provides an opportunity for students to support each other, work together in Study Groups, and collaborate on projects. Students will be

assigned to a designated workspace provided just for them.

**FR9999Z Freshman Seminar**

**Grade 9**

**1.25 points**

Gr. 9 students will meet 3 times per cycle opposite their PE classes to participate in a variety of orientation activities and skill development to support them as they transition into high school. Seminar will be presented in modules presented by a variety of high school staff. Directed study time will also be incorporated into the seminar. Some topics included in the program are:

- Orientation to high school
- Guidance seminars
- Study Skills
- Research skills
- Technology Skills
- Stress Management
- ICARE

## The Workplace Alternative Program

Workplace is an alternative regular education program at AHS to meet the needs of those students who benefit from learning in a different environment than the one provided in the traditional high school. The Workplace focuses primarily on relationship building within the parameters of academic growth, social responsibility, emotional health, community awareness, and career possibilities. Classes for Workplace students are small, individualized and structured. The Workplace program offers a combination of challenging classroom experiences and specialized services. A major component of the program is centered in the Omni Class where students work on self-awareness, group trust, leadership, and community service.

### Placement Procedures and Criteria

Interested students are admitted to the program through an interview process involving the student, the student's parent(s) and/or guardian(s), the Workplace staff and interested parties such as the student's guidance counselor or referring faculty member. Students may be referred to the program from various sources from within the school including the AHS Learning Team. A student may inquire about the program through his or her guidance counselor. Spaces are limited and, therefore, admittance to the program is not always possible. Students who enter this program do so voluntarily with a commitment to the program ideals of academic achievement and planning toward the pursuit of a productive future after graduating from high school. All admissions are on a trial basis and continued participation in the program is contingent upon compliance with the contractual obligations.

In general, the students in the Workplace meet the following criteria:

- The student is of average or above average cognitive ability.
- The student is seeking post high school education, whether it is college, continued academic pursuit, or vocational setting.
- The student shows motivation to improve skills and complete high school.
- The student agrees to the program contract.

### Workplace Course Offerings

English, History, and Science courses are offered at the Curriculum A level. Mathematics is at the Curriculum B level, all of which satisfy the Massachusetts Curriculum Frameworks. Curriculum matches topics offered in traditional academic courses at Arlington High School.

	ELA	Math	History	Science	Electives
<b>Grades 9</b>	TW1210Z English 1	TW1320Z Algebra 1 B			SP7831Z Academic Support X3  TW1277Z Wellness  TW9091 OMNI-A TW9092 OMNI-B  ML1111Z Spanish for

					Conversation (Novice)
<b>Grades 10</b>	TW2210Z English 2		TW3245Z US History I	TW2215Z Biology	
<b>Grades 11-12</b>	TW3210Z English 3	TW2320Z Geometry B	TW3246Z US History II	TW1230Z Earth Science	
<b>Grade 12</b>	TW4210Z English 4	TW1310Z Math Applications B	TW3240Z History of Arlington		

## Specialized Programs

In order to offer a comprehensive continuum of programming for young adults with disabilities, Arlington Public Schools has developed several specialized programs that provide combinations of specialized and mainstream classes for identified students. Facilitated with supports including special education teachers, tutors, teaching assistants and social workers, identified students are able to prepare for post-secondary transition to college and/or employment situations. Students are identified for one of the specialized programs through recommendations from the evaluation team and the IEP process and have a disability diagnosis and academic profile that fits a particular program.

- **Language Based Learning Disabilities Support Program**
- **Supported Learning Center A**
- **Supported Learning Center B**
- **Supported Learning Center C**

## Courses offered in specialized programs

### ELA

- Language Arts I
- Language Arts II
- Language Arts III
- Language Arts IV
- Contemporary Literature
- British Literature
- American Literature

### History

- Mod. World Hist. B
- US History I B
- US History II B

### Math

- Algebra I

- Algebraic Concepts
- Geometry
- Consumer Math

## Science

- Concepts in Physical Science B
- Concepts in Biology B
- Concepts in Chemistry B

**\*\*\*The structure of all specialized programs and support services are currently being reorganized and revamped to better meet the individual needs of all students on Individual Education Plans. Course descriptions will be disseminated once they have been revised.**

**This section of the POS will be updated once the new structure has been fully developed.**

## Arlington Public Schools Technology Graduation Standards

Achievement of these competencies is arrived at through use of technology in various classes across the curriculum. Students are expected to know several skills in each area listed below upon graduation.

### Computer Ethics

- Explain and demonstrate understanding of classroom rules regarding responsible use of computers (2.6)
- Explain and demonstrate ethical and legal behavior in copying files, applications, and media (2.7)
- Explain potential problem of computer viruses and exercise caution in opening e-mail attachments from unknown sources; class e-mail account only (2.8)
- Explain safe practices for sharing personal information via e-mail and the Internet (2.9)
- Explain proper mail etiquette (2.10)
- Describe and demonstrate knowledge of the school's Acceptable Use Policy, and know the consequences of violating that policy (2.11)
- Validate a Web site for authenticity; find site sponsor, author, date the site was last updated (2.12)
- Explain how media and technology can be misused to distort or exaggerate information (2.13)
- Write correct citations for text and images gathered from electronic sources. Understand that use of materials is limited by the fair use rule of copyright law (2.14)
- Develop an awareness of the issue of ergonomics and how to use equipment safely (2.15)

### Computer Skills

- Identify and use drawing and painting applications as appropriate for class projects (1.33).
- Run multiple applications simultaneously, alternating among them (1.36)
- Identify and use basic features of computer operating system, e.g., format/initialize disks, access information on size and format of file, create folders on local hard drive (1.12)
- Save a file to the desktop, the hard drive, and external storage spaces, e.g., floppy disk, CD-ROM, virtual electronic space (1.13)
- Resolve commonly occurring error messages and hardware and software problems (1.37)
- Use a variety of external peripherals and understand how they connect to the computer (1.40)
- Perform efficient keyboarding technique (1.41)
- Identify and use methods for downloading and converting graphic, sound, and video files (1.38)
- Select the appropriate technology tool for the task (1.60)
- Select a printer and print a document with appropriate page setup and orientation (1.14).
- Operate peripheral equipment, e.g., scanner, digital camera, camcorder (1.15)

### Word Processing

- Identify and use editing and formatting features of a word processing program, e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, page numbers (1.17)
- Insert images (e.g., graphics, clip art, tables) from other files into word-processed document (1.18)
- Import/import and link data between word process and other application (1.42)

## **Spreadsheet**

- Describe structure and function of database, identify components (1.19)
- Create a database, defining field formats and adding records (1.20)
- Perform simple operations in a database (1.21)
- Use formulas in a spreadsheet (1.47)
- Customize formatting of charts or graphs (1.49)
- Define and use functions such as sort, filter, find (1.50)
- Describe structure and function of a spreadsheet (1.22)
- Create an original spreadsheet, entering simple formulas (1.23)
- Produce simple charts from a spreadsheet (1.24)
- Duplicate spreadsheet structure without data (1.43)
- Use features of spreadsheet such as mail merges (1.44)
- Import/link data between spreadsheet and other applications (1.45)
- Use advanced format features such as repositioning columns (1.46)
- Create multiple links among various pieces of information in different applications such as a chart imported into a word processor from a spreadsheet (3.18)
- Use various number formats, percentages, exponents, etc. (1.51)

## **Internet**

- Identify and use navigation features of browser (1.25)
- Using a browser, “bookmark” a Web site, e.g., URL, hyperlinks, site map, etc. (1.26)
- Identify basic elements of a Web site, e.g., URL, hyperlinks, site map, etc. (1.27)
- Copy an image from a Web site into a file on the desktop; write a correct citation in keeping with copyright law (1.28)
- Organize bookmarks into folders for future reference (1.52)
- Open e-mail attachment from class account and save it to the desktop (1.30)
- Using e-mail, create an address book (1.55)
- Send e-mail attachment using class account (1.56)
- Using e-mail, create and send a message using class account (1.29)
- Using e-mail, using a class account, to communicate with other schools (3.11)

## **Multimedia**

- Create a multimedia presentation, desktop-published report, or Web page that incorporates data from other files (1.57)
- Create and manipulate illustrations using a drawing or painting program, e.g., adjust scale, size shape (1.58)
- Communicate results of research and learning with others using the most appropriate tools, e.g., desktop-published or word-processed report, multimedia presentation (3.9)
- Use a variety of external peripherals and understand how they connect to a computer (1.40)
- Manipulate data using charting tools and graphic organizers, e.g., concept mapping, flow charting, and outlining software, to connect ideas (3.10)
- Present information, ideas, and results of work using any of a variety of communications technologies, e.g., multimedia presentations, web pages, videotapes, desktop-published documents (3.15)
- Import graphics, photos, and other media into report or presentation, citing sources appropriately (3.16)
- Demonstrate how specialized technology tools can be used for problem-solving, decision-making, and creativity, e.g. simulation software, environmental probes, computer-aided design, graphing calculators, art and music composition software (3.19)

## **Research**

- Routinely evaluate Web sites for authenticity when using them (3.14)
- Explain effective search strategies to locate and retrieve electronic information, e.g. understand and use syntax and Boolean logic operators (1.54)
- Identify capabilities of technology resources and understand how they can be used for lifelong learning (1.59)

- Know how to select and use search engines. Understand the differences between search engines (1.53)

#### ARLINGTON PUBLIC SCHOOLS—NOTICE OF NONDISCRIMINATION

The Arlington Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, age, gender, sexual orientation, marital status, disability, or homelessness in admission to, access to, employment in, or treatment in its programs and activities.



## **Town of Arlington, Massachusetts**

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### **7:30 School Calendar 2015-2016, Second Reading and Vote by School Committee**

#### **Summary:**

- Second Reading of Traditional School Calendar 2015-2016
- School Committee Vote To Approve Traditional School Calendar 2015-2016

#### **ATTACHMENTS:**

Type	Description
☐ Second Reading	Traditional "School Calendar 2015-2016 second read

**Teachers Return**  
September 28 & 3 2015

**First Day of School Grades 1-12**  
Tuesday, September 8, 2015

**Kindergarten First Day**  
TBD

#### School Hours

Elementary 8:15 - 2:15  
Middle School 8:00 - 2:25  
High School 8:00 - 2:26

**EA: Early Release Days All Levels 1:00 p.m.**  
(Lunch will be served)

**EE: Early Release Elementary 1:00 p.m.**  
(Lunch will be served)

**PDN: Professional Development Day- No School**  
November 2, 2015

**HSD: High School Delayed Opening 9:30 a.m.**

**EMS: Early Release Elem & Middle School 1:00 p.m.**

**Arlington High School Evening Conferences**

**\*\*Thanksgiving Break**  
November 25, 2015 12 noon

**EAC: Early Release All Conferences 11:15 a.m.**

**Ottoson Middle School Evening Conferences**

**Ottoson Middle School Morning Conference**

**Elem Grades K-5 Evening Conferences**

**EEC: Early Release Elem Conferences 11:15 am.**

**Arlington High School Graduation**  
Saturday, June 4, 2016

## DRAFT 1 - Traditional

Students start after Labor Day

### SEPTEMBER (15 days) 2015

M	T	W	Th	F
	1	T	T	4
H	S	9	10	11
N	15	16	17	18
21	22	N	24	25
28	29	30		

### OCTOBER (21 days) 2015

M	T	W	Th	F
			1	2
5	6	7	8	9
H	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### NOVEMBER (17 days) 2015

M	T	W	Th	F
PDN	3	4	5	6
9	10	H	12	13
16	17	18	19	20
23	24	**25	H	N
30				

### DECEMBER (17 days) 2015

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	H	H
V	V	V	V	

### JANUARY (19 days) 2016

M	T	W	Th	F
				H
4	5	6	7	8
11	12	13	14	15
H	19	20	21	22
25	26	27	28	29

### FEBRUARY (16 days) 2016

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
H	V	V	V	V
22	23	24	25	26
29				

### MARCH (22 days) 2016

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	N
28	29	30	31	






### APRIL (16 days) 2016

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
H	V	V	V	V
25	26	27	28	29

### MAY (21 days) 2016

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
H	31			

### JUNE (16 days) 2016

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22		
			30	

EA: Early Release All Levels 1:00 p.m.  
EE: Early Release Elem Level 1:00 p.m.  
EMS: Early Release Elem & Middle 1:00 p.m.  
HSD: Delayed Opening High School 9:30 a.m.  
EEC: Early Elem Release Conferences 11:15 a.m.  
EAC: Early Release All Levels Conferences 11:15am

T: Teachers Only  
PDN: Professional Development Day Teachers Only  
H: Federal Holiday  
S: Students First Day of School, Grade 1-12  
V: Vacation  
N: No School



**June 22, 2016 is 180th day**

Snow Days - June 29 = 5 snow days

\* School Committee meetings @ 6:30 p.m.



## Town of Arlington, Massachusetts

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7:45 December 23, 2014 Reports D. Johnson

### ATTACHMENTS:

Type	Description
<input type="checkbox"/> Budget Document	CFO memo 1 16 15
<input type="checkbox"/> Budget Document	Monthly Summary 12 2014
<input type="checkbox"/> Budget Document	Grant Expenditure
<input type="checkbox"/> Budget Document	Budget Tracking
<input type="checkbox"/> Budget Document	Revolving Expenditures 12 2014



***Arlington Public Schools***  
***Business Office***  
***869 Massachusetts Avenue***  
***Arlington, Massachusetts 02476***  
***Telephone 781-316-3511***

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Diane Fisk Johnson, Chief Financial Officer  
djohanson@arlington.k12.ma.us

January 16, 2015

Dear Members of the School Committee:

Attached please find the January, 2015 monthly tracking reports, which consist of:

- Monthly Summary Report
- Budget Tracking Report as of December 23, 2014
- Grant Expenditure Report as of December 23, 2014
- Revolving Expenditure Report as of December 23, 2014
- Revolving Revenues as of December 23, 2014

This report represents the half way point in the current fiscal year, and I am able to begin projecting based on expenditures to date. As reported in the prior months, unexpected enrollment growth led us to hire more positions than originally budgeted. Based on projecting forward our current spending, I am now anticipating a smaller deficit for the year.

Several factors may reduce this deficit further. So far this winter, snow has not been a significant issue. If the season continues as it has begun, we will have savings. Also, Special Education out of district tuition is still tracking below budget. If this trend continues, we will be able to use the difference between tuition budget and actual expenses to replenish our reserves at Town Meeting. Finally, legal expenses are tracking well so far. I have not yet projected savings in this area, since we are in negotiations this year, but the possibility exists to realize savings in that area as well.

Sincerely,

Diane Fisk Johnson

Arlington Public Schools  
Financial Reporting Summary  
as of 12/23/14

	Total FY14 Budget 8.27.14	FY14 Revenues as of 12.23.14	YTD Expenses 12.23.14	YTD Encumb. 12.23.14	Estimate to Completion	Total Estimated Plus Actual Expenditures as of 12.23.14	Variance From Budget	Comments
Grants	2,515,922	2,515,922	784,826	85,126	1,645,970	2,515,922	-	Projecting to Budget
Revolving	3,195,085	600,159	405,352	11,803	2,777,930	3,195,085	-	Projecting to Budget
Town Appropriation	50,729,968	50,729,968	20,305,286	6,910,107	23,883,172	51,098,565	(368,597)	Not tracking revenue flow, assumes all arrived
<b>Total School Activity</b>	<b>56,440,975</b>	<b>53,846,049</b>	<b>21,495,463</b>	<b>7,007,036</b>	<b>28,307,073</b>	<b>56,809,572</b>	<b>(368,597)</b>	

There has been hiring beyond what was budgeted in order to accommodate the significantly higher than expected enrollment growth.  
The deficit shown above will be covered by reserve balances in the Foreign Visa account.

Arlington Public Schools  
Grants Report as of 12/23/14

Grant Description	Object Description	Budget	YTD Expenses 12.23.14	YTD Encumb. 12.23.14	Estimate to Completion
METCO	81111-Administration Salaries & Wages	71,400	35,362	-	36,038
	81112-Teacher Salaries & Wages	77,025	18,135	-	58,890
	81116-Full/Time Teacher Aides Salaries & Wages	53,570	19,112	-	34,458
	81201-Temporary Salaries & Wages Professional	6,200	1,020	-	5,180
	83101-Professional & Tech Services	12,500	-	770	11,730
	83301-Contracted Transportation to and From School	156,980	76,892	78,672	1,416
	84201-Office Supplies	1,320	-	-	1,320
	87202-Training Educ Conferences & Attendance	3,100	1,755	-	1,345
	87301-Professional Affiliations Membership/Pubs	1,000	200	-	800
	88550-Computer Equipment/Hardware	5,000	-	58	4,942
METCO Total		388,095	152,476	79,500	156,119
Title 1	81111-Administration Salaries & Wages	7,000	2,154	-	4,846
	81112-Teacher Salaries & Wages	122,543	38,200	-	84,343
	81118-Part-time Salaries & Wages	10,048	1,856	-	8,192
	81201-Temporary Salaries & Wages Professional	19,500	-	-	19,500
	81202-Temporary Salaries & Wages Other	200	-	-	200
	81730-Pensions	5,582	-	-	5,582
	81731-MTRB Pensions	5,447	-	-	5,447
	83101-Professional & Tech Services	2,500	4,795	-	(2,295)
	87105-Workshop Stipends/PD Expenses	1,950	1,616	-	334
Title 1 Total		174,770	48,621	-	126,149
Kindergarten Grant	81112-Teacher Salaries & Wages	51,411	15,819	-	35,592
	81116-Full/Time Teacher Aides Salaries & Wages	149,768	63,720	-	86,048
	81202-Temporary Salaries & Wages Other	6,924	-	-	6,924
	81730-Pensions	13,479	-	-	13,479
	83101-Professional & Tech Services	5,318	1,453	3,866	-
	85106-Textbooks, Books & Periodicals	4,200	-	-	4,200
Kindergarten Grant Total		231,100	80,992	3,866	146,243
Title 2A	81201-Temporary Salaries & Wages Professional	32,295	-	-	32,295
	83101-Professional & Tech Services	5,503	-	-	5,503
	87202-Training Educ Conferences & Attendance	12,950	2,948	-	10,003
	87301-Professional Affiliations Membership/Pubs	32,292	3,000	-	29,292
Title 2A Total		83,040	5,948	-	77,093
Title 3 ELL	81201-Temporary Salaries & Wages Professional	15,000	-	-	15,000
	87105-Workshop Stipends/PD Expenses	16,895	-	-	16,895
Title 3 ELL Total		31,895	-	-	31,895

Arlington Public Schools  
Grants Report as of 12/23/14

SpEd Early Childhood	81112-Teacher Salaries & Wages	25,391	10,290	-	15,101
	81731-MTRB Pensions	2,285	-	-	2,285
	83101-Professional & Tech Services	6,106	-	-	6,106
	85100-Educational Supplies	5,000	3,218	737	1,045
	87105-Workshop Stipends/PD Expenses	2,050	-	-	2,050
SpEd Early Childhood Total		40,832	13,508	737	26,587
Academic Support	81112-Teacher Salaries & Wages	7,700	-	-	7,700
Academic Support Total		7,700	-	-	7,700
SpEd 94-142	81111-Administration Salaries & Wages	69,331	23,154	-	46,177
	81112-Teacher Salaries & Wages	1,112,285	406,607	-	705,678
	81201-Temporary Salaries & Wages Professional	37,260	-	-	37,260
	81731-MTRB Pensions	109,699	-	-	109,699
SpEd 94-142 Total		1,328,575	429,761	-	898,814
SpEd Program Improvement	81201-Temporary Salaries & Wages Professional	15,000	-	-	15,000
	81203-Substitute Teachers Day - to- Day	3,000	-	-	3,000
	83101-Professional & Tech Services	20,000	-	-	20,000
	85107-Instructional Services	1,085	-	-	1,085
SpEd Program Improvement Total		39,085	-	-	39,085
Project SUCCESS	81111-Administration Salaries & Wages	35,535	7,297	-	28,238
	81112-Teacher Salaries & Wages	167,858	45,736	-	122,122
	81201-Temporary Salaries & Wages Professional	17,780	45	-	17,735
	81731-MTRB Pensions	17,120	-	-	17,120
	83101-Professional & Tech Services	99,772	-	-	99,772
	84201-Office Supplies	2,800	-	-	2,800
	85103-Instructional Materials	30,138	-	-	30,138
	87202-Training Educ Conferences & Attendance	5,200	443	1,024	3,733
Project SUCCESS Total		376,203	53,521	1,024	321,658
Grand Total		2,701,295	784,826	85,126	1,831,343

Notes:

Arlington serves as a pass through agency for some of these grants: Title 1, Title 2A and Project SUCCESS. The budget amount in this report reflects the total amount allocated from the government, including those funds which will be passed on to other organizations. The Arlington School Department Budget reflects only the share of these grants that will stay with Arlington. Therefore, the budget amounts for these grants in this report will not match the amounts listed in the School Budget. \$55,392 of Title 1 is passed on to Germaine Lawrence, \$172,810 of Project SUCCESS, and \$18,493 of Title 2A is passed on to our partner districts.

Budget Tracking Report As of December 23, 2014

Object Description	Total FY15 Budget 3.13.14	YTD Expenses 12.23.14	YTD Encumb. 12.23.14	Estimate to Completion	Total Estimated Plus Actual Expenditures as of 12.23.14	Variance	Comments
81111 - Administration Salaries & Wages	3,526,201	1,699,732		1,699,732	3,399,463	126,738	estimating under budget
81112 - Teacher Salaries & Wages	26,738,565	9,046,552		17,900,647	26,947,199	(208,634)	estimating over budget
81113 - Custodial Salaries & Wages	1,319,067	647,243		647,243	1,294,485	24,582	estimating under budget
81114 - Food Service Salaries & Wages	154,818	60,740		98,702	159,442	(4,624)	estimating above budget
81115 - Clerical Salaries & Wages	1,626,839	782,769		782,769	1,565,538	61,301	estimating under budget
81116 - Full/Time Teacher Aides Salaries & Wages	1,933,600	769,123		1,249,825	2,018,948	(85,348)	estimating above budget
81117 - Other Full-time Salaries & Wages	1,884,071	783,717		883,717	1,667,434	216,637	estimating under budget
81118 - Part-time Salaries & Wages	107,653	46,737		60,916	107,653	-	estimating at budget
81119 - Summer Program	110,015	138,605		0	138,605	(28,590)	estimating above budget
81120 - Bus Monitors	7,000	4,038		2,962	7,000	-	estimating at budget
81201 - Temporary Salaries & Wages Professional	402,211	323,461	231	323,230	646,922	(244,711)	estimating above budget
81202 - Temporary Salaries & Wages Other	136,900	68,677		68,677	137,355	(455)	estimating above budget
81203 - Substitute Teachers Day - to- Day	231,409	112,454		182,738	295,192	(63,783)	estimating above budget
81204 - Extended Term Sub Teacher	291,453	157,423		255,813	413,237	(121,784)	estimating above budget
81206 - Temporary Clerical Help	10,000	14,100		1,500	15,600	(5,600)	estimating above budget
81301 - Overtime/Peakload Requirement	51,000	9,791		41,209	51,000	-	estimating at budget
81302 - Snow/Ice Removal Custodial	75,000	896		74,104	75,000	-	estimating at budget
81304 - Maintenance Salaries	476,778	232,724		232,724	465,448	11,330	estimating under budget
81305 - Night Watch	20,500	2,599		17,901	20,500	-	estimating at budget
81307 - Permit	7,000	7,971		1,000	8,971	(1,971)	estimating above budget
81308 - Out of Classification Salary	18,000	3,000		15,000	18,000	-	estimating at budget
81310 - Call Back	5,000	3,820		1,180	5,000	-	estimating at budget
81313 - Auto Allowance	22,750	8,142		14,608	22,750	-	estimating at budget
81316 - Vacation	25,000	31,872		8,000	39,872	(14,872)	estimating above budget
81317 - Additional Cleaning	500	-		500	500	-	estimating at budget
81318 - Teacher Moving Allowance	1,000	15,084		-	15,084	(14,084)	estimating above budget
81320 - Skills Stipend	3,038	985		2,053	3,038	-	estimating at budget
81322 - Other Stipend	18,950	14,199		4,751	18,950	-	estimating at budget
81323 - Custodial Athletics	-	6,123		-	6,123	(6,123)	estimating above budget
81413 - Longevity Teacher	240,422	171,981		68,441	240,422	-	estimating at budget
81414 - Longevity Admin	7,627	2,768		4,859	7,627	-	estimating at budget
81415 - Longevity Clerical	38,158	20,480		2,370	22,850	15,308	estimating below budget
81416 - Longevity Custodial	15,700	25,894		-	25,894	(10,194)	estimating above budget
81730 - Pensions	-	508	1,593	(2,100)	-	-	expense will be moved
81760 - Clothing Allowance	26,500	19,693	2,818	-	22,511	3,989	estimating under budget
81765 - Auto/cellphone Allowance	-	591		0	591	(591)	estimating above budget
82103 - Power/Electricity	616,162	427,410	602,711	(413,959)	616,162	-	some expense will be moved to Building Rental
82104 - Natural Gas	696,000	40,543	287,456	10,000	337,999	358,001	estimating under budget
82403 - Plumbing Services	10,000	3,069	1,870	5,061	10,000	-	estimating at budget
82404 - Roof Repairs	-	2,925	7,960	10,000	20,885	(20,885)	estimating above budget
82405 - Flooring Supplies/Services	15,000	20,483		7,500	27,983	(12,983)	estimating above budget

Budget Tracking Report As of December 23, 2014

Object Description	Total FY15 Budget 3.13.14	YTD Expenses 12.23.14	YTD Encumb. 12.23.14	Estimate to Completion	Total Estimated Plus Actual Expenditures as of 12.23.14	Variance	Comments
82407 - Masonry Supplies/ Services	9,500	3,735		5,765	9,500	-	estimating at budget
82408 - Electrical Services	50,000	13,736	3,505	32,759	50,000	-	estimating at budget
82409 - Grounds	-	18,083		2,000	20,083	(20,083)	estimating above budget
82410 - Painting Services	30,000	11,381		18,619	30,000	-	estimating at budget
82411 - Window/Glass Services/Supplies	10,500	1,279	4,042	5,179	10,500	-	estimating at budget
82412 - HVAC Contracted Services	140,000	85,239	105,779	5,000	196,018	(56,018)	estimating above budget
82414 - Boiler Services	65,000	32,233	32,662	5,000	69,895	(4,895)	estimating above budget
82420 - Elevator Maintenance/Repairs	40,000	-		40,000	40,000	-	estimating at budget
82703 - Equipment Rental	70,425	28,069		42,356	70,425	-	estimating at budget
82904 - Custodial Supplies/Cleaning Services	250,000	146,621	108,944	25,000	280,565	(30,565)	estimating above budget
82905 - Extermination Services	6,500	545		5,955	6,500	-	estimating at budget
82998 - Athletics Overtime/Grey Bills	25,000	28,485		5,000	33,485	(8,485)	estimating above budget
82999 - Miscellaneous Maint Services	25,000	50		5,950	6,000	19,000	estimating under budget
83101 - Professional & Tech Services	797,358	268,772	472,006	25,000	765,779	31,579	estimating under budget
83102 - Legal Services	400,000	53,495	236,505	110,000	400,000	-	estimating at budget
83201 - Tuition to Other Schools	5,150,677	2,301,357	4,202,081	(1,352,761)	5,150,677	-	Some expense will be moved to Circuit Breaker
83301 - Contracted Transportation to and From Scho	971,437	303,551	621,904	45,982	971,437	-	estimating at budget
83302 - Field Trips (including expenses)	3,375	838	2,935	1,500	5,273	(1,898)	estimating above budget
83303 - Bus Reimbursement	6,800	3,791		0	3,791	3,009	estimating under budget
83402 - Telephone/pagers	37,185	12,236	13,650	11,299	37,185	-	estimating at budget
83403 - Advertising	11,065	638		10,427	11,065	-	estimating at budget
83404 - Reproduction/Printing	45,391	2,420	2,852	40,119	45,391	-	estimating at budget
83405 - Postage	950	-		950	950	-	estimating at budget
83802 - Environmental Services	7,000	260		6,740	7,000	-	estimating at budget
83803 - Security Services	-	16,484	4,340	3,500	24,324	(24,324)	estimating above budget
83804 - Athletic Services	80,207	56,910	1,670	21,627	80,207	-	estimating at budget
83807 - Insurance	40,756	46,868	1,790	-	48,658	(7,902)	estimating above budget
83808 - Safety Equipment & Testing	-	450		-	450	(450)	estimating above budget
84201 - Office Supplies	74,488	52,052	6,011	16,425	74,488	-	estimating at budget
84303 - Plumbing Supplies	10,000	16,625	6,998	8,000	31,622	(21,622)	estimating above budget
84306 - Carpentry Supplies/Doors	10,562	4,754	4,790	2,000	11,544	(982)	estimating above budget
84308 - Electrical Supplies	35,000	17,121	8,661	9,218	35,000	-	estimating at budget
84312 - HVAC Supplies	7,200	2,783	978	3,439	7,200	-	estimating at budget
84321 - Equipment Maintenance	12,292	3,473	2,444	6,376	12,292	-	estimating at budget
84325 - Weather/Urgent Repairs	-			-	-	-	
84399 - Miscellaneous Maint Supplies/Materials	5,000	4,411	389	200	5,000	-	estimating at budget
84802 - Motor Vehicle Repair	37,865	45,593	6,656	5,000	57,249	(19,384)	estimating above budget
84803 - Gas & Oil	-	12,247	-	14,000	26,247	(26,247)	estimating above budget
84902 - Food Supplies	12,960	5,975	15,545	4,000	25,519	(12,559)	estimating above budget
85100 - Educational Supplies	1,739	-		1,739	1,739	-	estimating at budget
85101 - Reproduction supplies - Paper/Toner	106,710	61,561	5,809	39,340	106,710	-	estimating at budget

Budget Tracking Report As of December 23, 2014

Object Description	Total FY15 Budget 3.13.14	YTD Expenses 12.23.14	YTD Encumb. 12.23.14	Estimate to Completion	Total Estimated Plus Actual Expenditures as of 12.23.14	Variance	Comments
85102 - Testing Materials	24,517	15,503	1,028	7,986	24,517	-	estimating at budget
85103 - Instructional Materials	263,592	230,790	11,970	20,832	263,592	-	estimating at budget
85104 - Athletic Supplies	35,960	33,696	11,488	5,000	50,184	(14,224)	estimating above budget
85106 - Textbooks, Books & Periodicals	169,988	109,005	29,256	31,726	169,988	-	estimating at budget
85110 - Instructional Equipment	43,440	15,532	3,555	24,353	43,440	-	estimating at budget
85201 - Medical/Surgical Supplies/Services	15,200	10,480	3,848	872	15,200	-	estimating at budget
85802 - Computer Supplies	15,419	24,441	3,115	5,000	32,556	(17,137)	estimating above budget
85803 - Graduation Service/Ceremonies	15,000	120	1,536	13,344	15,000	-	estimating at budget
85804 - Computer Software	230,284	214,425	4,908	10,951	230,284	-	estimating at budget
85806 - Miscellaneous Supplies	1,400	246	354	800	1,400	-	estimating at budget
87101 - Business Travel	3,600	1,206	3,648	1,200	6,054	(2,454)	estimating above budget
87105 - Workshop Stipends/PD Expenses	10,400	13,590		1,000	14,590	(4,190)	estimating above budget
87106 - Graduate Reimbursements	15,000	5,035	5,670	4,295	15,000	-	estimating at budget
87202 - Training Educ Conferences & Attendance	89,092	96,862	42,755	3,000	142,617	(53,525)	estimating above budget
87301 - Professional Affiliations Membership/Pubs	118,121	43,838	66	74,217	118,121	-	estimating at budget
87601 - Court Judgments/Damage Settlements	200,000	-		200,000	200,000	-	estimating at budget
88501 - Capital Equipment/Furniture	-	7,849		-	7,849	(7,849)	estimating above budget
88502 - Computer Network Telecom	720	-		720	720	-	estimating at budget
88550 - Computer Equipment/Hardware	20,406	69,652	5,800	5,000	80,452	(60,046)	estimating above budget
88920 - General Constuction Contract	-	19,975	3,525	(23,500)	-	-	expense will be moved to Building Rental
<b>Grand Total</b>	<b>50,729,968</b>	<b>20,305,286</b>	<b>6,910,107</b>	<b>23,883,172</b>	<b>51,098,564</b>	<b>(368,596)</b>	

Arlington Public Schools  
Revolving Expense Report as of 12/23/14

Revolving	Object Description	Budget	YTD Expenses 12.23.14	YTD Encumbrances 12.23.14	Estimate to Completion
Tuition In	83101-Professional & Tech Services	190,000	4,994	-	185,006
	84802-Motor Vehicle Repair	-	117	-	(117)
	85103-Instructional Materials	-	3,980	-	(3,980)
<b>Tuition In Total</b>		<b>190,000</b>	<b>9,091</b>	<b>-</b>	<b>180,909</b>
Athletic Fees	81202-Temporary Salaries & Wages Other	260,000	136,492	-	123,508
	83804-Athletic Services	-	35	-	(35)
<b>Athletic Fees Total</b>		<b>260,000</b>	<b>136,527</b>	<b>-</b>	<b>123,473</b>
Peirce Field Rental	81307-Permit	22,000	805	-	21,195
	83804-Athletic Services	-	1,450	-	(1,450)
<b>Peirce Field Rental Total</b>		<b>22,000</b>	<b>2,255</b>	<b>-</b>	<b>19,745</b>
Instrumental Music	81112-Teacher Salaries & Wages	148,265	65,044	-	83,221
<b>Instrumental Music Total</b>		<b>148,265</b>	<b>65,044</b>	<b>-</b>	<b>83,221</b>
Building Rental	81301 - Overtime/Peakload Requirement	350,000	55,440	-	294,560
<b>Building Rental Total</b>		<b>350,000</b>	<b>55,440</b>	<b>-</b>	<b>294,560</b>
Athletic Ticket Sales	83804-Athletic Services	40,000	6,385	-	33,615
<b>Athletic Ticket Sales Total</b>		<b>40,000</b>	<b>6,385</b>	<b>-</b>	<b>33,615</b>
Menotomy Preschool	81112-Teacher Salaries & Wages	142,000	63,553	-	78,447
<b>Menotomy Preschool Total</b>		<b>142,000</b>	<b>63,553</b>	<b>-</b>	<b>78,447</b>
Bishop Bus	83301-Contracted Transportation to and From School	20,000	-	-	20,000
<b>Bishop Bus Total</b>		<b>20,000</b>	<b>-</b>	<b>-</b>	<b>20,000</b>
Foreign Visa	83101-Professional & Tech Services	325,000	21,599	-	303,401
	83302-Field Trips (including expenses)	-	1,154	5,846	(7,000)
	84201-Office Supplies	-	1,171	-	(1,171)
	84902-Food Supplies	-	265	-	(265)
	85101-Reproduction supplies - Paper/Toner	-	327	-	(327)
	85103-Instructional Materials	-	-	27	(27)
	85110-Instructional Equipment	-	29,468	5,930	(35,398)
	85803-Graduation Service/Ceremonies	-	930	-	(930)
	87202-Training Educ Conferences & Attendance	-	1,082	-	(1,082)
	89203 - Credit Card Charges	-	11,061	-	(11,061)
<b>Foreign Visa Total</b>		<b>325,000</b>	<b>67,057</b>	<b>11,803</b>	<b>246,141</b>
<b>Grand Total</b>		<b>1,497,265</b>	<b>405,352</b>	<b>11,803</b>	<b>1,080,110</b>



## **Town of Arlington, Massachusetts**

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### **8:30 Warrant, Minutes, Trip approval**

#### **Summary:**

8:20

\*All items listed with an asterisk (\*) are considered to be routine and will be enacted by one motion. There will be no separate discussion on these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

\*Approval of Warrant: # 15091, Dated January 8, 2015, Total Warrant Amount \$459,747.74

\*Approval of Minutes: Regular School Committee Meeting, December 18, 2014 and January 8, 2015

\*Approval of Trip for AHS Student Class Officers Community trip to Mass Association of Student Council Annual Conference, Hyannis, MA March 11-13, 2015

#### **ATTACHMENTS:**

Type	Description
☐ Warrant	Warrant
☐ Minutes	12 18 2014 Draft Minutes for approval
☐ Minutes	1/8/2015 Draft Minutes for approval
☐ Trip Approval	Approval for trip to Mass Assoc of Student Council March 2015


# APPROVAL OF ACCOUNTS PAYABLE

Sc

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number	15091	Total Warrant Amount	\$459,747.74
Dated	1/8/15		

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

  
\_\_\_\_\_  
Superintendent of Schools / Chief Financial Officer

  
\_\_\_\_\_  
School Committee

  
\_\_\_\_\_  
School Committee

  
\_\_\_\_\_  
School Committee

  
\_\_\_\_\_  
School Committee

SC

PRELIMINARY

TOWN OF ARLINGTON

DATE: 01/08/2015 WARRANT: 15091 AMOUNT: \$ 459,747.74

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE  
SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE  
AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS  
INDICATED.

TOWN MANAGER

\_\_\_\_\_

COMPTROLLER

\_\_\_\_\_

\_\_\_\_\_

# TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 15091 01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
27747	A PLUS TRANSPORTAION, 1 02816990 83301 3300	00000	7649615	INV	01/08/2015	12-2014 3,352.50 3,352.50 Invoice Net	200314		
						CHECK TOTAL	3,352.50		-----
27354	A TO Z FOODS 1 03034309 835001	00000	596515	INV	01/08/2015	574972 231.00 231.00 Invoice Net	199850		
						CHECK TOTAL	231.00		-----
70045	ACTION LOCK & KEY INC. 1 02756960 84306 4220	00000	607215	INV	01/08/2015	43173 102.05 102.05 Invoice Net	200600		
						CHECK TOTAL	102.05		-----
19606	ALL TRUCK AND EQUIPMEN 1 02816970 84802 3300	00000	7641515	INV	01/08/2015	79458 1,502.83 1,502.83 Invoice Net	200315		
						CHECK TOTAL	1,502.83		-----
70131	AMERICAN ALARM & COMMU 1 02756960 83803 4225	00000	586815	INV	12/30/2014	S-193281 286.00 286.00 Invoice Net	199758		
70131	AMERICAN ALARM & COMMU 1 02756960 82408 4220	00000	561415	INV	12/30/2014	J-59653 506.93 506.93 Invoice Net	199759		
70131	AMERICAN ALARM & COMMU 1 02016960 83803 4225	00000	562815	INV	12/30/2014	S-189240 330.00 330.00 Invoice Net	200601		
70131	AMERICAN ALARM & COMMU 1 02016960 83803 4225	00000	562815	INV	01/08/2015	S-191672 1,077.00 1,077.00 Invoice Net	200602		
70131	AMERICAN ALARM & COMMU 1 02016960 83803 4225	00000	562815	INV	01/08/2015	S-193285 286.00 286.00 Invoice Net	200603		
						CHECK TOTAL	2,485.93		-----
70157	AMERICAN PRINTING HOUS 1 02456842 85110 2420	00000	10858115	INV	01/08/2015	932844 3,042.64 3,042.64 Invoice Net	200069		
						CHECK TOTAL	3,042.64		-----
28819	ANDERSON, MEG 1 14115101 83101 2357	00000	10860815	INV	01/08/2015	12/1/14-12/19/14 1,400.00 1,400.00 Invoice Net	200211		
						CHECK TOTAL	1,400.00		-----
31022	ANDERSON, CHRISTOPHER	00000		INV	01/08/2015	8412	200524		

# TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 15091 01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02026622 83804	3510	ATHL/BASKB	ATHLETIC		78.00			
			Invoice Net			78.00			
						CHECK TOTAL	78.00		-----
28022 ANDRINA'S			00000 596215	INV	01/08/2015	166989	200495		
	1 03034309 835001		FOOD SERV	FOOD SERVI		1,398.00			
			Invoice Net			1,398.00			
						CHECK TOTAL	1,398.00		-----
29770 ARISE CONSULTING SERVI			00000 7633415	INV	01/08/2015	CONSULT-CC-DEC'14	200316		
	1 02456821 83101 2320		SPED/CLINI	PROF TECH		1,230.00			
			Invoice Net			1,230.00			
29770 ARISE CONSULTING SERVI			00000 7633415	INV	01/08/2015	CONSULT-MV-DEC'14	200317		
	1 02456821 83101 2320		SPED/CLINI	PROF TECH		220.00			
			Invoice Net			220.00			
29770 ARISE CONSULTING SERVI			00000 7633415	INV	01/08/2015	CONSULT-PG-DEC'14	200318		
	1 02456821 83101 2320		SPED/CLINI	PROF TECH		360.00			
			Invoice Net			360.00			
29770 ARISE CONSULTING SERVI			00000 7633415	INV	01/08/2015	COSULT-HPN-DEC'14	200319		
	1 02456821 83101 2320		SPED/CLINI	PROF TECH		280.00			
			Invoice Net			280.00			
29770 ARISE CONSULTING SERVI			00000 7633415	INV	01/08/2015	CONSULT-LC-DEC'14	200321		
	1 02456821 83101 2320		SPED/CLINI	PROF TECH		1,290.00			
			Invoice Net			1,290.00			
						CHECK TOTAL	3,380.00		-----
23570 ARLINGTON CATHOLIC HIG			00000 10908715	INV	01/08/2015	GATE FEE 11/25/14	199545		
	1 02026620 83804 3510		ATHLE/ADMI	ATHLETIC		625.76			
			Invoice Net			625.76			
						CHECK TOTAL	625.76		-----
70224 ARLINGTON COAL & LUMBE			00000 577715	INV	12/30/2014	707070	200598		
	1 02756960 84306 4220		FAC MAINT	CARPENTRY		127.05			
			Invoice Net			127.05			
70224 ARLINGTON COAL & LUMBE			00000 577715	INV	12/30/2014	707282	200599		
	1 02756960 84306 4220		FAC MAINT	CARPENTRY		42.66			
			Invoice Net			42.66			
						CHECK TOTAL	169.71		-----
74880 ARLINGTON SWIFTY PRINT			00000 595915	INV	01/08/2015	124058	200496		
	1 03034309 835002		FOOD SERV	FOOD SERV/		13.04			
			Invoice Net			13.04			
						CHECK TOTAL	13.04		-----
70246 ARLMONT GLASS INC.			00000 578015	INV	12/30/2014	051588	200597		
	1 02756960 82411 4220		FAC MAINT	WINDOW		411.53			
			Invoice Net			411.53			
						CHECK TOTAL	411.53		-----

# TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 15091 01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
23400	ASSABET VALLEY COLLABO	00000	7651515	INV	01/08/2015	15565	200322		
	1 02816990 83301 3300		TRANS HOM	TRANS		623.20			
			Invoice Net			623.20			
			CHECK TOTAL			623.20			-----
20863	BARTHOLOMEW, ROBERT	00000		INV	01/08/2015	8446	200183		
	1 02026635 83804 3510		ATH/G/BB	ATHLETIC		45.00			
			Invoice Net			45.00			
20863	BARTHOLOMEW, ROBERT	00000		INV	01/08/2015	8414	200184		
	1 02026640 83804 3510		ATH/G/I.H.	ATHLETIC		40.00			
	2 02026626 83804 3510		ATHL/HOCKE	ATHLETIC		40.00			
			Invoice Net			80.00			
20863	BARTHOLOMEW, ROBERT	00000		INV	01/08/2015	8423	200185		
	1 02026622 83804 3510		ATHL/BASKB	ATHLETIC		40.00			
	2 02026635 83804 3510		ATH/G/BB	ATHLETIC		40.00			
			Invoice Net			80.00			
20863	BARTHOLOMEW, ROBERT	00000		INV	01/08/2015	8413	200186		
	1 02026622 83804 3510		ATHL/BASKB	ATHLETIC		40.00			
	2 02026635 83804 3510		ATH/G/BB	ATHLETIC		40.00			
			Invoice Net			80.00			
			CHECK TOTAL			285.00			-----
29685	BEACON ABA SERVICES, I	00000	7632715	INV	01/08/2015	1016750	200075		
	1 02456857 83101 2330		SPED CONTR	PROF TECH		200.25			
			Invoice Net			200.25			
			CHECK TOTAL			200.25			-----
15609	BEACON HIGH SCHOOL	00000	7634115	INV	01/08/2015	032029	200323		
	1 02456848 83201 9300		TUITION DY	TUITION		2,305.37			
			Invoice Net			2,305.37			
15609	BEACON HIGH SCHOOL	00000	7634215	INV	01/08/2015	032030	200324		
	1 02456848 83201 9300		TUITION DY	TUITION		4,610.57			
			Invoice Net			4,610.57			
15609	BEACON HIGH SCHOOL	00000	7635315	INV	01/08/2015	032038	200325		
	1 02456848 83201 9300		TUITION DY	TUITION		4,610.57			
			Invoice Net			4,610.57			
15609	BEACON HIGH SCHOOL	00000	7639615	INV	01/08/2015	032075	200326		
	1 02456848 83201 9300		TUITION DY	TUITION		4,610.57			
			Invoice Net			4,610.57			
			CHECK TOTAL			16,137.08			-----
70412	BELMONT AND CRYSTAL SP	00001	600415	INV	01/08/2015	1035734 121814	200666		
	1 1952 84000		TRANSCRIPT	MISC RECEI		14.45			
			Invoice Net			14.45			
			CHECK TOTAL			14.45			-----
31023	BINGHAM, JOHN M.	00000		INV	01/08/2015	8424	200525		
	1 02026635 83804 3510		ATH/G/BB	ATHLETIC		78.00			
			Invoice Net			78.00			

# TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 15091 01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	78.00		-----
29256 BOLT, DAN						8798	200595		
1 02026622 83804 3510	00000			INV 01/08/2015		56.00			
	ATHL/BASKB			ATHLETIC		56.00			
	Invoice Net								
						CHECK TOTAL	56.00		-----
22234 THE BOOK RACK						592	200665		
1 02126506 85106 2410	00000 10756315			INV 01/08/2015		86.90			
	ELEM EDUC			TEXTBOOKS		86.90			
	Invoice Net								
						CHECK TOTAL	86.90		-----
23615 BOSTON ABA, INC.						11623	200077		
1 02456821 83101 2320	00000 7632915			INV 01/08/2015		312.60			
	SPED/CLINI			PROF TECH		312.60			
	Invoice Net								
23615 BOSTON ABA, INC.						11624	200080		
1 02456821 83101 2320	00000 7632915			INV 01/08/2015		553.44			
	SPED/CLINI			PROF TECH		553.44			
	Invoice Net								
23615 BOSTON ABA, INC.						11625	200082		
1 02456821 83101 2320	00000 7632915			INV 01/08/2015		200.00			
	SPED/CLINI			PROF TECH		200.00			
	Invoice Net								
23615 BOSTON ABA, INC.						11626	200085		
1 02456821 83101 2320	00000 7632915			INV 01/08/2015		200.00			
	SPED/CLINI			PROF TECH		200.00			
	Invoice Net								
						CHECK TOTAL	1,266.04		-----
70500 BOSTON COLLEGE CAMPUS						12/1-12/31/14-JC	200328		
1 02456848 83201 9300	00000 7635015			INV 01/08/2015		5,721.15			
	TUITION DY			TUITION		5,721.15			
	Invoice Net								
						CHECK TOTAL	5,721.15		-----
18495 BOSTON HIGASHI SCHOOL						1512412	200329		
1 02456851 83201 9300	00000 7634715			INV 01/08/2015		17,853.52			
	OOD RESIDE			TUITION		17,853.52			
	Invoice Net								
18495 BOSTON HIGASHI SCHOOL						1512403	200330		
1 02456848 83201 9300	00000 7635615			INV 01/08/2015		4,942.80			
	TUITION DY			TUITION		4,942.80			
	Invoice Net								
						CHECK TOTAL	22,796.32		-----
25591 BOWERS, VIRGINIA AUTUM						12/15-12/19/14	200087		
1 02456803 83101 2310	00000 7629215			INV 01/08/2015		350.00			
2 02456857 83101 2310	SPED/TUTOR			PROF TECH		1,150.00			
	SPED CONTR			PROF TECH		1,500.00			
	Invoice Net								
25591 BOWERS, VIRGINIA AUTUM						12/22-12/23/14	200332		
1 02456803 83101 2310	00000 7629215			INV 01/08/2015		200.00			
2 02456857 83101 2310	SPED/TUTOR			PROF TECH		400.00			
	SPED CONTR			PROF TECH		600.00			
	Invoice Net								
						CHECK TOTAL	2,100.00		-----

# TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000

1010

POOLED CASH

WARRANT: 15091

01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
21492 BOWLER, JOHN	1 02026635 83804	3510	00000	ATH/G/BB	INV 01/08/2015	8445	200187		
				ATHLETIC		45.00			
				Invoice Net		45.00			
					CHECK TOTAL	45.00			-----
31024 BOYAGES, ZACHARY	1 02026635 83804	3510	00000	ATH/G/BB	INV 01/08/2015	8849	200526		
				ATHLETIC		56.00			
				Invoice Net		56.00			
					CHECK TOTAL	56.00			-----
30314 ROBERT KIBBE BROWN	1 02456857 83101	2310	00000	7631915	INV 01/08/2015	12/1-12/5/14	200091		
				SPED CONTR	PROF TECH	900.00			
				Invoice Net		900.00			
30314 ROBERT KIBBE BROWN	1 02456857 83101	2310	00000	7631915	INV 01/08/2015	12/8-12/12/14	200094		
				SPED CONTR	PROF TECH	360.00			
				Invoice Net		360.00			
					CHECK TOTAL	1,260.00			-----
70602 BSN SPORTS INC	1 02026634 85104	3510	00001	10906915	INV 01/08/2015	96547514	199546		
				ATH/WRESTL	ATHL SUPPL	419.99			
				Invoice Net		419.99			
					CHECK TOTAL	419.99			-----
25762 BURKE, MEAGAN	1 02456833 87101	2320	00000	7654115	INV 01/08/2015	REIM TRAVEL12/1-12/3	200096		
				SPED/MIDDL	BUS TRAVEL	533.14			
				Invoice Net		533.14			
					CHECK TOTAL	533.14			-----
71020 C.A.S.E. COLLABORATIVE	1 02456848 83201	9400	00000	7642715	INV 01/08/2015	150077	200336		
				TUITION DY	TUITION	7,375.11			
				Invoice Net		7,375.11			
					CHECK TOTAL	7,375.11			-----
70693 CAM OFFICE SERVICES, I	1 02016507 85101	2430	00000	10910515	INV 01/08/2015	86215	200215		
				SEC EDUC	REPRO SUPP	916.00			
				Invoice Net		916.00			
70693 CAM OFFICE SERVICES, I	1 02016507 85101	2430	00000	10910515	INV 01/08/2015	86189	200216		
				SEC EDUC	REPRO SUPP	174.40			
				Invoice Net		174.40			
					CHECK TOTAL	1,090.40			-----
70762 CAROLINA BIOLOGICAL SU	1 02426715 85103	2415	00001	10848515	INV 01/08/2015	48922486 RI	200213		
				C&I SCIENC	INSTRUCT	120.62			
				Invoice Net		120.62			
					CHECK TOTAL	120.62			-----
31018 C.A.S.IT., INC	1 02636575 87301	2357	00000	10930115	INV 01/08/2015	1230	200214		
				PROF DEV	PROF AFFLI	400.00			
				Invoice Net		400.00			

# TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 15091 01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	400.00		-----
18163	CENTRELLA, FRANK		00000	INV	01/08/2015	8799		200596	
	1 02026622 83804	3510	ATHL/BASKB	ATHLETIC		56.00			
			Invoice Net			56.00			
						CHECK TOTAL	56.00		-----
24820	CHILDREN'S SPEECH AND		00001 7632015	INV	01/08/2015	15120		200102	
	1 02456818 83101	2320	SPED/DEAF	PROF TECH		100.00			
			Invoice Net			100.00			
24820	CHILDREN'S SPEECH AND		00001 7632015	INV	01/08/2015	15121		200105	
	1 02456818 83101	2320	SPED/DEAF	PROF TECH		600.00			
			Invoice Net			600.00			
						CHECK TOTAL	700.00		-----
23761	CITY OF BOSTON -		00000 7653015	INV	01/08/2015	SEPT-DEC 2014		200327	
	1 02456848 83201	9100	TUITION DY	TUITION		16,570.24			
			Invoice Net			16,570.24			
						CHECK TOTAL	16,570.24		-----
20140	CITY PAINT & SUPPLY		00001 617915	INV	01/08/2015	429968		200605	
	1 02036960 82410	4220	MAINT ELEC	PAINTING		118.86			
			Invoice Net			118.86			
20140	CITY PAINT & SUPPLY		00001 617815	INV	01/08/2015	429991		200606	
	1 02036960 82410	4220	MAINT ELEC	PAINTING		31.99			
			Invoice Net			31.99			
						CHECK TOTAL	150.85		-----
24670	CLINTON LIVERY, INC.		00000 7630415	INV	01/08/2015	NOV. 2014-JD		200340	
	1 02816980 83301	3300	SPED/REIMB	TRANS		3,060.00			
			Invoice Net			3,060.00			
						CHECK TOTAL	3,060.00		-----
13354	COLEMAN, STEVEN L.		00000	INV	01/08/2015	8407		200527	
	1 02026622 83804	3510	ATHL/BASKB	ATHLETIC		78.00			
			Invoice Net			78.00			
						CHECK TOTAL	78.00		-----
25897	COMBUSTION SERVICE COM		00000 586615	INV	12/30/2014	23054		199760	
	1 02756960 82414	4220	FAC MAINT	BOILER C.S		160.00			
			Invoice Net			160.00			
25897	COMBUSTION SERVICE COM		00000 586615	INV	01/08/2015	23114		200604	
	1 02756960 82414	4220	FAC MAINT	BOILER C.S		906.00			
			Invoice Net			906.00			
						CHECK TOTAL	1,066.00		-----
71080	COSTA FRUIT & PRODUCE		00001 595515	INV	01/08/2015	3291943		199851	
	1 03034309 835000		FOOD SERV	FOOD SERV/		1,063.31			
			Invoice Net			1,063.31			

# TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 15091 01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
71080	COSTA FRUIT & PRODUCE		00001 595515	INV	01/08/2015	3293338	199856		
	1 03034309 835000		FOOD SERV	FOOD SERV/		803.94			
			Invoice Net			803.94			
71080	COSTA FRUIT & PRODUCE		00001 595515	INV	01/08/2015	3291841	199857		
	1 03034309 835000		FOOD SERV	FOOD SERV/		620.08			
			Invoice Net			620.08			
71080	COSTA FRUIT & PRODUCE		00001 595515	INV	01/08/2015	3286584	199858		
	1 03034309 835000		FOOD SERV	FOOD SERV/		1,467.84			
			Invoice Net			1,467.84			
71080	COSTA FRUIT & PRODUCE		00001 595515	INV	01/08/2015	3297987	200497		
	1 03034309 835000		FOOD SERV	FOOD SERV/		1,040.85			
			Invoice Net			1,040.85			
71080	COSTA FRUIT & PRODUCE		00001 595515	INV	01/08/2015	3301906	200498		
	1 03034309 835000		FOOD SERV	FOOD SERV/		765.77			
			Invoice Net			765.77			
			CHECK TOTAL			5,761.79			-----
26183	CROTCHED MOUNTAIN		00000 7634615	INV	01/08/2015	119350	200341		
	1 02456845 83201 9300		OOD/AIDE	TUITION		8,621.71			
	2 02456851 83201 9300		OOD RESIDE	TUITION		21,092.70			
			Invoice Net			29,714.41			
			CHECK TOTAL			29,714.41			-----
18276	CROWELL, SCOTT		00000	INV	01/08/2015	8819	199914		
	1 02026626 83804 3510		ATHL/HOCKE	ATHLETIC		78.00			
			Invoice Net			78.00			
			CHECK TOTAL			78.00			-----
71176	D'AGOSTINO'S DELI		00000 10713415	INV	01/08/2015	3656	199547		
	1 02606910 84902 1210		SUPER	FOOD SUPPL		455.50			
			Invoice Net			455.50			
71176	D'AGOSTINO'S DELI		00000 598215	INV	01/08/2015	3457	200499		
	1 03034309 835001		FOOD SERV	FOOD SERVI		456.37			
			Invoice Net			456.37			
71176	D'AGOSTINO'S DELI		00000 10713415	INV	01/08/2015	2666	200693		
	1 02606910 84902 1210		SUPER	FOOD SUPPL		92.81			
			Invoice Net			92.81			
			CHECK TOTAL			1,004.68			-----
28062	DEBENEDETTO, KEVIN		00000	INV	01/08/2015	8395	200188		
	1 02026626 83804 3510		ATHL/HOCKE	ATHLETIC		78.00			
			Invoice Net			78.00			
			CHECK TOTAL			78.00			-----
30634	DIRECT ENERGY MARKETIN		00001 579615	INV	01/08/2015	H14743390	200217		
	1 02756960 82104 4120		FAC MAINT	NAT GAS		1,717.73			
			Invoice Net			1,717.73			
30634	DIRECT ENERGY MARKETIN		00001 579615	INV	01/08/2015	H14743391	200218		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02756960 82104 4120		FAC MAINT	NAT GAS		1,772.71			
			Invoice Net			1,772.71			
30634	DIRECT ENERGY MARKETIN	00001 579615	INV	01/08/2015		H14743392	200219		
	1 02756960 82104 4120		FAC MAINT	NAT GAS		2,145.07			
			Invoice Net			2,145.07			
30634	DIRECT ENERGY MARKETIN	00001 579615	INV	01/08/2015		H14743393	200220		
	1 02756960 82104 4120		FAC MAINT	NAT GAS		188.62			
			Invoice Net			188.62			
30634	DIRECT ENERGY MARKETIN	00001 579615	INV	01/08/2015		H14743394	200221		
	1 02756960 82104 4120		FAC MAINT	NAT GAS		1,234.01			
			Invoice Net			1,234.01			
30634	DIRECT ENERGY MARKETIN	00001 579615	INV	01/08/2015		H14743395	200222		
	1 02756960 82104 4120		FAC MAINT	NAT GAS		5,433.67			
			Invoice Net			5,433.67			
			CHECK TOTAL			12,491.81			-----
27956	DISCOUNT MAGAZINE SUBS	00000 10781415	INV	01/08/2015		#4034054	200668		
	1 02016563 85106 2410		LIBRARY/ME	TEXTBOOKS		381.55			
			Invoice Net			381.55			
			CHECK TOTAL			381.55			-----
30081	DLUGOLECKI, MELISSA	00000 10908215	INV	01/08/2015		REIMMILEGE8/19-12/18	200670		
	1 02026620 83804 3510		ATHLE/ADMI	ATHLETIC		447.10			
			Invoice Net			447.10			
			CHECK TOTAL			447.10			-----
23387	DONISI JOSEPH	00000	INV	01/08/2015		8426	200189		
	1 02026635 83804 3510		ATH/G/BB	ATHLETIC		75.00			
	2 02026640 83804 3510		ATH/G/I.H.	ATHLETIC		75.00			
			Invoice Net			150.00			
			CHECK TOTAL			150.00			-----
23751	DOYON'S MODERN HOME	00000 562515	INV	12/30/2014		66181	199761		
	1 02756960 84303 4220		FAC MAINT	PLUMBING		549.00			
			Invoice Net			549.00			
			CHECK TOTAL			549.00			-----
71342	DRAIN DOCTOR, INC.	00000 606215	INV	01/08/2015		166759	200607		
	1 02756960 82403 4220		FAC MAINT	PLUMBING		595.00			
			Invoice Net			595.00			
			CHECK TOTAL			595.00			-----
71363	DUDLEY AUTOMOTIVE SERV	00000 7646415	INV	01/08/2015		16488	200343		
	1 02816970 84802 3300		TRANS ED	VEHICLE RE		86.68			
			Invoice Net			86.68			
			CHECK TOTAL			86.68			-----
30412	DUFFY, JANINE	00000 10901615	INV	01/08/2015		KIDS YOGA10/10-12/12	199752		

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	1 1336780 81112 3520	KIDZONE		INSTRUCTIO		280.00			
		Invoice Net				280.00			
						CHECK TOTAL	280.00		-----
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	12/30/2014	04785	199762		
	1 02756960 82412 4220	FAC MAINT	HVAC			1,624.63			
		Invoice Net				1,624.63			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	04827	200609		
	1 02756960 82412 4220	FAC MAINT	HVAC			810.00			
		Invoice Net				810.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	04861	200610		
	1 02756960 82412 4220	FAC MAINT	HVAC			1,384.23			
		Invoice Net				1,384.23			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	04868	200611		
	1 02756960 82412 4220	FAC MAINT	HVAC			675.00			
		Invoice Net				675.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	04886	200612		
	1 02756960 82412 4220	FAC MAINT	HVAC			2,464.01			
		Invoice Net				2,464.01			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	04889	200613		
	1 02756960 82412 4220	FAC MAINT	HVAC			540.00			
		Invoice Net				540.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	04892	200614		
	1 02756960 82412 4220	FAC MAINT	HVAC			270.00			
		Invoice Net				270.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	04895	200615		
	1 02756960 82412 4220	FAC MAINT	HVAC			2,350.16			
		Invoice Net				2,350.16			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	04998	200616		
	1 02756960 82412 4220	FAC MAINT	HVAC			270.00			
		Invoice Net				270.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	04999	200617		
	1 02756960 82412 4220	FAC MAINT	HVAC			405.00			
		Invoice Net				405.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	05000	200618		
	1 02756960 82412 4220	FAC MAINT	HVAC			405.00			
		Invoice Net				405.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	05001	200619		
	1 02756960 82412 4220	FAC MAINT	HVAC			405.00			
		Invoice Net				405.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	05002	200620		
	1 02756960 82412 4220	FAC MAINT	HVAC			405.00			
		Invoice Net				405.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	05049	200621		
	1 02756960 82412 4220	FAC MAINT	HVAC			810.00			
		Invoice Net				810.00			
29365	DUGGAN MECHANICAL	SERV	00000 586415	INV	01/08/2015	05084	200622		
	1 02756960 82412 4220	FAC MAINT	HVAC			270.00			
		Invoice Net				270.00			

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29365	DUGGAN MECHANICAL	SERV	00000	586415	INV	01/08/2015	05096		
	1 02756960 82412	4220	FAC MAINT	HVAC		405.00	200623		
			Invoice Net			405.00			
29365	DUGGAN MECHANICAL	SERV	00000	586415	INV	01/08/2015	05098		
	1 02756960 82412	4220	FAC MAINT	HVAC		540.00	200624		
			Invoice Net			540.00			
29365	DUGGAN MECHANICAL	SERV	00000	586415	INV	01/08/2015	05099		
	1 02756960 82412	4220	FAC MAINT	HVAC		784.51	200625		
			Invoice Net			784.51			
29365	DUGGAN MECHANICAL	SERV	00000	586415	INV	01/08/2015	05102		
	1 02756960 82412	4220	FAC MAINT	HVAC		644.50	200626		
			Invoice Net			644.50			
29365	DUGGAN MECHANICAL	SERV	00000	586415	INV	01/08/2015	05103		
	1 02756960 82412	4220	FAC MAINT	HVAC		202.50	200627		
			Invoice Net			202.50			
29365	DUGGAN MECHANICAL	SERV	00000	586415	INV	01/08/2015	05104		
	1 02756960 82412	4220	FAC MAINT	HVAC		388.68	200628		
			Invoice Net			388.68			
29365	DUGGAN MECHANICAL	SERV	00000	586415	INV	01/08/2015	05105		
	1 02756960 82412	4220	FAC MAINT	HVAC		607.50	200629		
			Invoice Net			607.50			
29365	DUGGAN MECHANICAL	SERV	00000	586415	INV	01/08/2015	05107		
	1 02756960 82412	4220	FAC MAINT	HVAC		1,422.13	200630		
			Invoice Net			1,422.13			
29365	DUGGAN MECHANICAL	SERV	00000	586415	INV	01/08/2015	05123		
	1 02756960 82412	4220	FAC MAINT	HVAC		1,350.00	200631		
			Invoice Net			1,350.00			
			CHECK TOTAL			19,432.85			-----
30868	DYMEK, JOHANNA		00000	7648915	INV	01/08/2015	REIM MILEGE-DEC'14		
	1 02456821 81201	2320	SPED/CLINI	TEMP PROF		35.39	200107		
			Invoice Net			35.39			
			CHECK TOTAL			35.39			-----
71410	EDCO		00000	10864715	INV	01/08/2015	1150361		
	1 02456575 87202	2357	SPED/P.D.	TRAINING		285.00	199660		
			Invoice Net			285.00			
71410	EDCO		00000	10864715	INV	01/08/2015	1150376		
	1 02456575 87202	2357	SPED/P.D.	TRAINING		240.00	199663		
			Invoice Net			240.00			
71410	EDCO		00000	10864715	INV	01/08/2015	1150377		
	1 08192014 87202	2357	SUCCESS	TRAINING		95.00	199665		
			Invoice Net			95.00			
71410	EDCO		00000	10864615	INV	01/08/2015	1150410		
	1 02636575 87202	2357	PROF DEV	TRAINING		250.00	199666		
			Invoice Net			250.00			
71410	EDCO		00000	10864615	INV	01/08/2015	1150395		
	1 02636575 87202	2357	PROF DEV	TRAINING		950.00	199668		
			Invoice Net			950.00			

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71410	EDCO								
	1 02636575 87202	2357	00000 10864615	INV	01/08/2015	1150382	199670		
			PROF DEV	TRAINING		450.00			
			Invoice Net			450.00			
						CHECK TOTAL	2,270.00		-----
22844	EDUCATION TO GO								
	1 1336770 81112	6200	00000 10839015	INV	01/08/2015	1141209	200223		
			ADULT ED	INSTRUCT		325.00			
			Invoice Net			325.00			
22844	EDUCATION TO GO								
	1 1336770 81112	6200	00000 10839015	INV	01/08/2015	1142760	200224		
			ADULT ED	INSTRUCT		11.25			
			Invoice Net			11.25			
						CHECK TOTAL	336.25		-----
17253	EDUCATION, INC.								
	1 02456803 83101	2310	00000 7633015	INV	01/08/2015	248535	200110		
			SPED/TUTOR	PROF TECH		150.00			
			Invoice Net			150.00			
17253	EDUCATION, INC.								
	1 02456857 83101	2310	00000 7633015	INV	01/08/2015	248696	200114		
			SPED CONTR	PROF TECH		150.00			
			Invoice Net			150.00			
17253	EDUCATION, INC.								
	1 02456857 83101	2310	00000 7633015	INV	01/08/2015	249266	200116		
			SPED CONTR	PROF TECH		137.50			
			Invoice Net			137.50			
17253	EDUCATION, INC.								
	1 02456803 83101	2310	00000 7633015	INV	01/08/2015	250329	200346		
			SPED/TUTOR	PROF TECH		50.00			
			Invoice Net			50.00			
17253	EDUCATION, INC.								
	1 02456803 83101	2310	00000 7633015	INV	01/08/2015	250555	200350		
			SPED/TUTOR	PROF TECH		25.00			
			Invoice Net			25.00			
						CHECK TOTAL	512.50		-----
25347	EDUCATIONAL RESOURCE S								
	1 08192013 87202	2353	00003 602415	INV	01/08/2015	F1210-BES	199548		
			SUCCESS	TRAINING		209.00			
			Invoice Net			209.00			
						CHECK TOTAL	209.00		-----
30429	CHELSEA EKENSEAIR								
	1 1336770 81112	6200	00000 10901715	INV	01/08/2015	COOKING W/CHEF X 2	199753		
			ADULT ED	INSTRUCT		640.00			
			Invoice Net			640.00			
						CHECK TOTAL	640.00		-----
26411	ENDURANCE PILATES & YO								
	1 1336770 81112	6200	00000 10901315	INV	01/08/2015	PILATES 9/20-12/7/14	199751		
			ADULT ED	INSTRUCT		3,055.00			
			Invoice Net			3,055.00			
						CHECK TOTAL	3,055.00		-----
22221	F.W. WEBB COMPANY								
	1 02756960 84303	4220	00000 588715	INV	01/08/2015	45198188	200632		
			FAC MAINT	PLUMBING		155.24			
			Invoice Net			155.24			

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						CHECK TOTAL	155.24		-----
21724 FANTINI BAKING CO., IN	00000 597615 INV 01/08/2015					Y46875	200500		
1 03034309 835001	FOOD SERV FOOD SERVI					54.69			
	Invoice Net					54.69			
						CHECK TOTAL	54.69		-----
23827 FARAH ENTERPRISES, INC	00000 595315 INV 01/08/2015					00211	199859		
1 03034309 835001	FOOD SERV FOOD SERVI					360.00			
	Invoice Net					360.00			
23827 FARAH ENTERPRISES, INC	00000 595315 INV 01/08/2015					00212	200501		
1 03034309 835001	FOOD SERV FOOD SERVI					240.00			
	Invoice Net					240.00			
						CHECK TOTAL	600.00		-----
24391 FARRELL, EDDIE	00000 INV 01/08/2015					8417	200190		
1 02026635 83804 3510	ATH/G/BB ATHLETIC					78.00			
	Invoice Net					78.00			
						CHECK TOTAL	78.00		-----
20433 FLAVIN, PAMELA WATTS	00000 10930215 INV 01/08/2015					2 WRKSHPS 11/4/14	199655		
1 02636575 87202 2357	PROF DEV TRAINING					200.00			
	Invoice Net					200.00			
						CHECK TOTAL	200.00		-----
30300 FOLLETT SCHOOL SOLUTIO	00001 10781515 INV 01/08/2015					1161146	199549		
1 02016563 84201 2430	LIBRARY/ME OFFICE					73.89			
	Invoice Net					73.89			
						CHECK TOTAL	73.89		-----
74516 GARELICK FARMS OF LYNN	00001 596115 INV 01/08/2015					12/13/14-AHS	199861		
1 03034309 835001	FOOD SERV FOOD SERVI					411.27			
	Invoice Net					411.27			
74516 GARELICK FARMS OF LYNN	00001 596115 INV 01/08/2015					12/13/14-BISHOP	199862		
1 03034309 835001	FOOD SERV FOOD SERVI					122.71			
	Invoice Net					122.71			
74516 GARELICK FARMS OF LYNN	00001 596115 INV 01/08/2015					12/13/14-BRACKETT	199863		
1 03034309 835001	FOOD SERV FOOD SERVI					122.70			
	Invoice Net					122.70			
74516 GARELICK FARMS OF LYNN	00001 596115 INV 01/08/2015					12/13/14-DALLIN	199864		
1 03034309 835001	FOOD SERV FOOD SERVI					151.39			
	Invoice Net					151.39			
74516 GARELICK FARMS OF LYNN	00001 596115 INV 01/08/2015					12/13/14-HARDY	199865		
1 03034309 835001	FOOD SERV FOOD SERVI					143.58			
	Invoice Net					143.58			
74516 GARELICK FARMS OF LYNN	00001 596115 INV 01/08/2015					12/13/14-OMS	199866		
1 03034309 835001	FOOD SERV FOOD SERVI					242.66			
	Invoice Net					242.66			

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74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/13/14-PIERCE 67.82 Invoice Net 67.82	199868		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/13/14-STRATTON 52.40 Invoice Net 52.40	199869		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/13/14-THOMPSON 226.59 Invoice Net 226.59	199871		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/20/14-AHS 736.72 Invoice Net 736.72	200502		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/20/14-BISHOP 174.94 Invoice Net 174.94	200503		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/20/14-BRACKETT 201.13 Invoice Net 201.13	200504		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/20/14-DALLIN 214.06 Invoice Net 214.06	200505		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/20/14-HARDY 195.81 Invoice Net 195.81	200506		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/20/14-OMS 525.60 Invoice Net 525.60	200507		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/20/14-PIERCE 106.95 Invoice Net 106.95	200508		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/20/14-STRATTON 160.24 Invoice Net 160.24	200509		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/20/14-THOMPSON 239.74 Invoice Net 239.74	200510		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/27/14-AHS 106.44 Invoice Net 106.44	200511		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/27/14-BISHOP 39.30 Invoice Net 39.30	200512		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/27/14-BRACKETT 45.76 Invoice Net 45.76	200513		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/27/14-DALLIN 45.76 Invoice Net 45.76	200514		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/27/14-HARDY 26.20 26.20 Invoice Net	200515		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/27/14-OMS 32.70 32.70 Invoice Net	200516		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/27/14-PIERCE 13.10 13.10 Invoice Net	200517		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/27/14-STRATTON 32.58 32.58 Invoice Net	200518		
74516	GARELICK FARMS OF LYNN 1 03034309 835001	00001	596115	INV	01/08/2015	12/27/14-THOMPSON 45.76 45.76 Invoice Net	200519		
						CHECK TOTAL	4,483.91		-----
25381	GATEHOUSE MEDIA NE 1 02606910 87301	1210	00000 10854815	INV	01/08/2015	ACCT#B002101447 66.04 66.04 Invoice Net	200212		
						CHECK TOTAL	66.04		-----
25584	GIROLAMO, JAMES 1 02026635 83804	3510	00000	INV	01/08/2015	8441 78.00 78.00 ATH/G/BB ATHLETIC Invoice Net	200528		
						CHECK TOTAL	78.00		-----
27127	GOODWIN, JEAN M. 1 02026640 83804	3510	00000	INV	01/08/2015	8814 78.00 78.00 ATH/G/I.H. ATHLETIC Invoice Net	200529		
						CHECK TOTAL	78.00		-----
71823	GRAINGER 1 02756960 84308	4220	00001 577815	INV	01/08/2015	9625400594 236.80 236.80 FAC MAINT ELECTRICAL Invoice Net	200633		
71823	GRAINGER 1 02756960 84308	4220	00001 577815	INV	01/08/2015	9629694994 356.00 356.00 FAC MAINT ELECTRICAL Invoice Net	200634		
						CHECK TOTAL	592.80		-----
30775	EDWARD M. HALLOWELL, MD 1 08192014 83101	2357	00000 574215	INV	01/08/2015	20156 1,250.00 1,250.00 SUCCESS PROF DEV Invoice Net	200225		
						CHECK TOTAL	1,250.00		-----
71983	HEALTH RESOURCES 1 02756960 83101	4220	00001 617615	INV	01/08/2015	315909-School 117.60 117.60 FAC MAINT PROF TECH Invoice Net	200635		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	117.60		-----
26946 HEINEMANN			00002 10823015	INV	01/08/2015	6419788	200673		
	1 02296581 85106 2410		READING IN TEXTBOOKS			5,130.00			
			Invoice Net			5,130.00			
						CHECK TOTAL	5,130.00		-----
20160 HEINEMANN WORKSHOPS			00003 10835115	INV	01/08/2015	98478	199550		
	1 02306740 87202 2357		C&I ENGLIS ENG PROF D			597.00			
			Invoice Net			597.00			
						CHECK TOTAL	597.00		-----
26966 HELFAT, BENJAMIN			00000 7654315	INV	01/08/2015	REIM TRAVEL12/1-12/3	200119		
	1 02456806 87101 2110		SPED ADM M BUS TRAVEL			507.22			
			Invoice Net			507.22			
						CHECK TOTAL	507.22		-----
31028 HSTRY			00000 10825915	INV	01/08/2015	1001	200694		
	1 02486745 83101 2440		C&I SOC ST PROF TECH			480.00			
			Invoice Net			480.00			
						CHECK TOTAL	480.00		-----
72109 IANNELLI, RICHARD			00000 7654715	INV	01/08/2015	REIMMILEGENOV-DEC'14	200352		
	1 02816975 87101 3300		SPED TRANS TRANSPORT			141.68			
			Invoice Net			141.68			
72109 IANNELLI, RICHARD			00000 7654615	INV	01/08/2015	CELLPHONE 7/10-11/10	200361		
	1 02816975 83402 3300		SPED TRANS PHONE			593.29			
			Invoice Net			593.29			
						CHECK TOTAL	734.97		-----
28128 IPPOLITO, STEPHEN			00000	INV	01/08/2015	8641	199916		
	1 02026622 83804 3510		ATHL/BASKB ATHLETIC			56.00			
			Invoice Net			56.00			
						CHECK TOTAL	56.00		-----
31010 JRM HAULING & RECYCLIN			00000 528315	INV	01/08/2015	0000486621	200636		
	1 02066960 82904 4220		BLDG MAINT CUSTODIAL			464.10			
			Invoice Net			464.10			
						CHECK TOTAL	464.10		-----
72195 JSC TRANS SERVICES INC			00000 7630915	INV	01/08/2015	7754	200373		
	1 02816990 83301 3300		TRANS HOM TRANS			1,580.00			
			Invoice Net			1,580.00			
72195 JSC TRANS SERVICES INC			00000 7630915	INV	01/08/2015	7843	200376		
	1 02816990 83301 3300		TRANS HOM TRANS			960.00			
			Invoice Net			960.00			
72195 JSC TRANS SERVICES INC			00000 7654215	INV	01/08/2015	#7843	200378		
	1 02816975 83301 3300		SPED TRANS TRANS			2,975.00			
			Invoice Net			2,975.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
CHECK TOTAL						5,515.00			-----
19317	JUSTICE RESOURCE INSTI	00000	7635215	INV	01/08/2015	12450515ARL-AC	200381		
	1 02456848 83201 9300		TUITION DY	TUITION		4,104.31			
			Invoice Net			4,104.31			
19317	JUSTICE RESOURCE INSTI	00000	7639115	INV	01/08/2015	12450515ARL-DS	200384		
	1 02456848 83201 9300		TUITION DY	TUITION		4,104.31			
			Invoice Net			4,104.31			
19317	JUSTICE RESOURCE INSTI	00000	7639415	INV	01/08/2015	12350515ARL-ES	200387		
	1 02456851 83201 9300		OOD RESIDE	TUITION		6,205.20			
			Invoice Net			6,205.20			
CHECK TOTAL						14,413.82			-----
31009	KENNETH KIDIK	00000		INV	01/08/2015	8473	200191		
	1 02026640 83804 3510		ATH/G/I.H.	ATHLETIC		78.00			
			Invoice Net			78.00			
CHECK TOTAL						78.00			-----
31025	KURKUL, ELAINE	00000		INV	01/08/2015	8399	200530		
	1 02026631 83804 3510		ATHL/SWIM	ATHLETIC		71.00			
			Invoice Net			71.00			
CHECK TOTAL						71.00			-----
31026	KURKUL, JOHN W.	00000		INV	01/08/2015	8398	200531		
	1 02026646 83804 3510		ATH/G/SWIM	ATHLETIC		71.00			
			Invoice Net			71.00			
CHECK TOTAL						71.00			-----
72363	LABBB COLLABORATIVE	00000	7631015	INV	01/08/2015	2151614	200388		
	1 02816980 83301 3300		SPED/REIMB	TRANS		790.50			
			Invoice Net			790.50			
72363	LABBB COLLABORATIVE	00000	7652515	INV	01/08/2015	2151621	200389		
	1 02816980 83301 3300		SPED/REIMB	TRANS		780.30			
			Invoice Net			780.30			
CHECK TOTAL						1,570.80			-----
72433	LEAGUE SCHOOL	00000	7640315	INV	01/08/2015	15-6107	200390		
	1 02456851 83201 9300		OOD RESIDE	TUITION		14,049.20			
			Invoice Net			14,049.20			
CHECK TOTAL						14,049.20			-----
21366	LEAHY, STEPHEN	00000		INV	01/08/2015	8367	199919		
	1 02026622 83804 3510		ATHL/BASKB	ATHLETIC		56.00			
			Invoice Net			56.00			
CHECK TOTAL						56.00			-----
72441	LEARNING PREP SCHOOL I	00001	7640415	INV	01/08/2015	42859-NW	200391		
	1 02456848 83201 9300		TUITION DY	TUITION		3,024.15			
			Invoice Net			3,024.15			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72441	LEARNING PREP SCHOOL I 1 02456848 83201	9300	00001 7634415	INV TUITION DY TUITION Invoice Net	01/08/2015	42859-AB 2,500.00 2,500.00 CHECK TOTAL	200392		-----
29263	LIGHTBURN, JAMES 1 02026622 83804	3510	00000 ATHL/BASKB	INV ATHLETIC Invoice Net	01/08/2015	8794 56.00 56.00 CHECK TOTAL	200192		-----
28310	LIN, ZHANTAO 1 1336770 81112	6200	00000 10901515	INV ADULT ED INSTRUCT Invoice Net	01/08/2015	TAI CHI 1,2,3, 360.00 360.00 CHECK TOTAL	199755		-----
20232	MACINNIS, GLEN 1 02026626 83804	3510	00000 ATHL/HOCKE	INV ATHLETIC Invoice Net	01/08/2015	8818 78.00 78.00 CHECK TOTAL	199920		-----
20232	MACINNIS, GLEN 1 02026626 83804	3510	00000 ATHL/HOCKE	INV ATHLETIC Invoice Net	01/08/2015	8394 78.00 78.00 CHECK TOTAL	200193		-----
28859	MAGLIOCCA, BRYAN 1 02456839 87101	2315	00000 7648315	INV TEAM CHAIR BUS TRAVEL Invoice Net	01/08/2015	REIM MILEGE-DEC'14 155.65 155.65 CHECK TOTAL	200394		-----
72639	MAL'S TIRE COMPANY 1 02756960 84802	4220	00001 617115	INV FAC MAINT VEHICLE RE Invoice Net	01/08/2015	66864 1,789.81 1,789.81 CHECK TOTAL	200639		-----
15547	MANSFIELD PAPER CO., I 1 03034309 835000		00000 597015	INV FOOD SERV FOOD SERV/ Invoice Net	01/08/2015	83122 553.83 553.83 CHECK TOTAL	199873		-----
15547	MANSFIELD PAPER CO., I 1 03034309 835000		00000 597015	INV FOOD SERV FOOD SERV/ Invoice Net	01/08/2015	83123 1,197.84 1,197.84 CHECK TOTAL	200520		-----
30730	MARATHON SPORTS 1 02026623 85104 2 02026637 85104	3510 3510	00001 10829115	INV ATHL/BOY C ATHL SUPPL ATH/G/CC ATHL SUPPL Invoice Net	01/08/2015	GARMIN WATCHES 225.00 225.00 450.00 CHECK TOTAL	199551		-----
30351	MARIN, JEREMY		00000 10901815	INV	01/08/2015	COMPOSTING 101 10/29	199754		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1	1336770 81112 6200	ADULT ED		INSTRUCT		37.50			
		Invoice Net				37.50			
				CHECK TOTAL		37.50			-----
72695	MASC (MA ASSOC SCHOOL	00000	10917615	INV	01/08/2015	15-01009	200676		
1	02576900 87202 1110	SCHOOL COM		TRAINING		268.08			
		Invoice Net				268.08			
				CHECK TOTAL		268.08			-----
27537	MAYER-JOHNSON	00002	10858915	INV	01/08/2015	30497-MJI-00101871	200122		
1	02456818 85103 2415	SPED/DEAF		INSTRUCT		135.00			
		Invoice Net				135.00			
				CHECK TOTAL		135.00			-----
72575	MBTA STUDENT PASS PROG	00001	10796315	INV	01/08/2015	56254	199552		
1	1322015 83301 3300	METCO GRNT		TRANS		962.00			
		Invoice Net				962.00			
				CHECK TOTAL		962.00			-----
31016	MCGOWAN, REBECCA	00000	10901415	INV	01/08/2015	IRISH DANCE9/30-12/2	199756		
1	1336780 81112 3520	KIDZONE		INSTRUCTIO		320.00			
		Invoice Net				320.00			
				CHECK TOTAL		320.00			-----
11753	THE MCGRAW-HILL COMPAN	00000	10840115	INV	01/08/2015	83945603001	200235		
1	02016527 85106 2410	SOCIAL STU		TEXTBOOKS		3,000.00			
2	02486745 85106 2410	C&I SOC ST		TEXTBOOKS		1,712.86			
		Invoice Net				4,712.86			
				CHECK TOTAL		4,712.86			-----
30959	MARIO JIMENEZ	00000	7652915	INV	01/08/2015	3230	200396		
1	02816980 83301 3300	SPED/REIMB		TRANS		850.00			
		Invoice Net				850.00			
30959	MARIO JIMENEZ	00000	7652915	INV	01/08/2015	3231	200398		
1	02816980 83301 3300	SPED/REIMB		TRANS		2,125.00			
		Invoice Net				2,125.00			
30959	MARIO JIMENEZ	00000	7652915	INV	01/08/2015	3232	200399		
1	02816980 83301 3300	SPED/REIMB		TRANS		850.00			
		Invoice Net				850.00			
30959	MARIO JIMENEZ	00000	7652915	INV	01/08/2015	3233	200400		
1	02816980 83301 3300	SPED/REIMB		TRANS		100.00			
		Invoice Net				100.00			
				CHECK TOTAL		3,925.00			-----
24340	MCKENZIE, KEVIN	00000		INV	01/08/2015	8471	200194		
1	02026640 83804 3510	ATH/G/I.H.		ATHLETIC		65.00			
		Invoice Net				65.00			
24340	MCKENZIE, KEVIN	00000		INV	01/08/2015	8420	200195		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02026622 83804	3510		ATHL/BASKB	ATHLETIC	45.00			
				Invoice Net		45.00			
24340 MCKENZIE, KEVIN	1 02026635 83804	3510	00000	INV	01/08/2015	8421	200196		
				ATH/G/BB	ATHLETIC	30.00			
				Invoice Net		30.00			
24340 MCKENZIE, KEVIN	1 02026622 83804	3510	00000	INV	01/08/2015	8432	200197		
				ATHL/BASKB	ATHLETIC	37.50			
	2 02026635 83804	3510		ATH/G/BB	ATHLETIC	37.50			
				Invoice Net		75.00			
24340 MCKENZIE, KEVIN	1 02026635 83804	3510	00000	INV	01/08/2015	8444	200198		
				ATH/G/BB	ATHLETIC	45.00			
				Invoice Net		45.00			
				CHECK TOTAL		260.00			-----
30302 MCSS	1 0792015 87208	2357	00001 10782515	INV	01/08/2015	2014-13	200226		
				TITLE IIA	ARL CATHOL	100.00			
				Invoice Net		100.00			
				CHECK TOTAL		100.00			-----
27022 MELLO, ROBERT	1 02026635 83804	3510	00000	INV	01/08/2015	8795	200199		
				ATH/G/BB	ATHLETIC	56.00			
				Invoice Net		56.00			
				CHECK TOTAL		56.00			-----
22727 MILESTONES, INC.	1 02456848 83201	9300	00000 7636015	INV	01/08/2015	19687	200401		
				TUITION DY	TUITION	6,955.89			
				Invoice Net		6,955.89			
				CHECK TOTAL		6,955.89			-----
28570 MORTELETTE, AMANDA	1 02026626 83804	3510	00000	INV	01/08/2015	8389	199922		
				ATHL/HOCKE	ATHLETIC	35.00			
	2 02026640 83804	3510		ATH/G/I.H.	ATHLETIC	35.00			
				Invoice Net		70.00			
				CHECK TOTAL		70.00			-----
29663 MP BUILDING SERVICES	1 02016965 82904	4110	00000 586215	INV	01/08/2015	2062	200637		
				CUSTODIAL	CUSTODIAL	6,850.00			
	2 02036965 82904	4110		CUSTODIAL	CUSTODIAL	6,800.00			
				Invoice Net		13,650.00			
				CHECK TOTAL		13,650.00			-----
25299 MURACHVER, DAVID	1 02026622 83804	3510	00000	INV	01/08/2015	8406	200200		
				ATHL/BASKB	ATHLETIC	78.00			
				Invoice Net		78.00			
				CHECK TOTAL		78.00			-----
70502 NATIONAL GRID	1 02756960 82103	4130	00003 579515	INV	01/08/2015	12/30/14-THOMPSON	200227		
				FAC MAINT	POWER ELEC	2,286.40			
				Invoice Net		2,286.40			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	2,286.40		-----
24518	NEVILLE, PAULA J. 1 02606910 83101	1210	00000 10714115	INV 01/08/2015 SUPER PROF TECH Invoice Net		139 752.00 752.00	200228		
						CHECK TOTAL	752.00		-----
16817	NEW ENGLAND ICE CREAM 1 03034309 835001		00002 597715	INV 01/08/2015 FOOD SERV FOOD SERVI Invoice Net		6131435303 398.50 398.50	199875		
16817	NEW ENGLAND ICE CREAM 1 03034309 835001		00002 597715	INV 01/08/2015 FOOD SERV FOOD SERVI Invoice Net		6131435301 314.28 314.28	200521		
						CHECK TOTAL	712.78		-----
28922	NEW YORK TIMES 1 02016563 85106	2410	00001 10780215	INV 01/08/2015 LIBRARY/ME TEXTBOOKS Invoice Net		11/24/14-12/21/14 12.60 12.60	200230		
						CHECK TOTAL	12.60		-----
29997	ILLINOIS CENTRAL SCHOO 1 02026985 83301	3510	00001 10866815	INV 01/08/2015 ATH/B/TRAN TRANS Invoice Net		520-00817 610.50 610.50	200678		
29997	ILLINOIS CENTRAL SCHOO 1 02026986 83301	3510	00001 10866715	INV 01/08/2015 ATH/G/TRAN TRANS Invoice Net		#520-00817 305.25 305.25	200680		
29997	ILLINOIS CENTRAL SCHOO 1 02026985 83301	3510	00001 10866815	INV 01/08/2015 ATH/B/TRAN TRANS Invoice Net		520-00811 525.00 525.00	200682		
						CHECK TOTAL	1,440.75		-----
73227	NORTHSHORE EDUCATION C 1 02456575 87202	2357	00001 10830315	INV 01/08/2015 SPED/P.D. TRAINING Invoice Net		PDFY15-04 1,500.00 1,500.00	199653		
						CHECK TOTAL	1,500.00		-----
21363	NORTH SUBURBAN TRANSP 1 02396720 83302	2440	00000 10747315	INV 01/08/2015 C&I MATH FIELD TRIP Invoice Net		9595 245.00 245.00	200229		
21363	NORTH SUBURBAN TRANSP 1 02546755 83302	2440	00000 10892415	INV 01/08/2015 VISUAL/PER FIELD TRIP Invoice Net		LOWELL HS 1/7/15 200.00 200.00	200683		
						CHECK TOTAL	445.00		-----
26908	NORTHEAST CUTLERY 1 03034309 865000		00000 596315	INV 01/08/2015 FOOD SERV FOOD SERV/ Invoice Net		548649 32.00 32.00	199877		
						CHECK TOTAL	32.00		-----

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22671 NORTHEAST	1 02756960 84308	4220	00001 577615	INV	01/08/2015	S020736624.001	200641		
			FAC MAINT	ELECTRICAL		35.09			
			Invoice Net			35.09			
22671 NORTHEAST	1 02756960 84308	4220	00001 577615	INV	01/08/2015	S020784827.001	200643		
			FAC MAINT	ELECTRICAL		198.60			
			Invoice Net			198.60			
22671 NORTHEAST	1 02756960 84308	4220	00001 577615	INV	01/08/2015	S020840037.001	200644		
			FAC MAINT	ELECTRICAL		110.83			
			Invoice Net			110.83			
22671 NORTHEAST	1 02756960 84308	4220	00001 577615	INV	01/08/2015	S020863814.001	200646		
			FAC MAINT	ELECTRICAL		151.92			
			Invoice Net			151.92			
22671 NORTHEAST	1 02756960 84308	4220	00001 577615	INV	01/08/2015	S020863814.002	200648		
			FAC MAINT	ELECTRICAL		56.96			
			Invoice Net			56.96			
22671 NORTHEAST	1 02756960 84308	4220	00001 577615	INV	01/08/2015	S020907966.001	200650		
			FAC MAINT	ELECTRICAL		116.14			
			Invoice Net			116.14			
			CHECK TOTAL			669.54			-----
12512 NSTA PUBLICATIONS	1 02426715 87202	2357	00001 10869015	INV	01/08/2015	2864109	199555		
			C&I SCIENC	TRAINING		150.00			
			Invoice Net			150.00			
			CHECK TOTAL			150.00			-----
70501 NSTAR	1 02756960 82103	4130	00001 579415	INV	01/08/2015	12/10/14-OTTOSON	199553		
			FAC MAINT	POWER ELEC		5,560.22			
			Invoice Net			5,560.22			
70501 NSTAR	1 02756960 82103	4130	00001 579415	INV	01/08/2015	12/15/14	199554		
			FAC MAINT	POWER ELEC		23,737.65			
			Invoice Net			23,737.65			
			CHECK TOTAL			29,297.87			-----
30820 PAPA GINO'S	1 03034309 835001		00000 597815	INV	01/08/2015	PG5717313	199879		
			FOOD SERV	FOOD SERVI		130.00			
			Invoice Net			130.00			
30820 PAPA GINO'S	1 03034309 835001		00000 597815	INV	01/08/2015	PG5717311	199881		
			FOOD SERV	FOOD SERVI		111.25			
			Invoice Net			111.25			
30820 PAPA GINO'S	1 03034309 835001		00000 597815	INV	01/08/2015	PG5717314	200522		
			FOOD SERV	FOOD SERVI		111.25			
			Invoice Net			111.25			
			CHECK TOTAL			352.50			-----
30293 PARE, SCOTT	1 02026635 83804	3510	00000	INV	01/08/2015	8416	200201		
			ATH/G/BB	ATHLETIC		78.00			
			Invoice Net			78.00			
			CHECK TOTAL			78.00			-----

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
30177 PAZZIA, DOMENIC		00000		INV	01/08/2015	8415	200202		
1 02026622 83804	3510	ATHL/BASKB		ATHLETIC		37.50			
2 02026635 83804	3510	ATH/G/BB		ATHLETIC		37.50			
		Invoice Net				75.00			
30177 PAZZIA, DOMENIC		00000		INV	01/08/2015	8443	200203		
1 02026635 83804	3510	ATH/G/BB		ATHLETIC		45.00			
		Invoice Net				45.00			
		CHECK TOTAL				120.00			-----
15550 PEPSI-COLA COMPANY		00000	597515	INV	01/08/2015	85468615	199882		
1 03034309 835001		FOOD SERV		FOOD SERVI		78.00			
		Invoice Net				78.00			
		CHECK TOTAL				78.00			-----
73408 PERKINS SCH FOR BLIND		00000	7648015	INV	01/08/2015	042279	200126		
1 02456860 83101 2720		SPED TEST		PROF TECH		552.50			
		Invoice Net				552.50			
73408 PERKINS SCH FOR BLIND		00000	7650915	INV	01/08/2015	042344	200128		
1 02456860 83101 2720		SPED TEST		PROF TECH		845.00			
		Invoice Net				845.00			
73408 PERKINS SCH FOR BLIND		00000	7650315	INV	01/08/2015	042391	200143		
1 02456860 83101 2720		SPED TEST		PROF TECH		520.00			
		Invoice Net				520.00			
73408 PERKINS SCH FOR BLIND		00000	7646315	INV	01/08/2015	042291	200147		
1 02456830 83101 2320		SPED/MEDS		PROF TECH		202.80			
		Invoice Net				202.80			
73408 PERKINS SCH FOR BLIND		00000	7646315	INV	01/08/2015	042298	200148		
1 02456830 83101 2320		SPED/MEDS		PROF TECH		1,430.00			
		Invoice Net				1,430.00			
73408 PERKINS SCH FOR BLIND		00000	7646315	INV	01/08/2015	042299	200149		
1 02456830 83101 2320		SPED/MEDS		PROF TECH		975.00			
		Invoice Net				975.00			
73408 PERKINS SCH FOR BLIND		00000	7646315	INV	01/08/2015	042332	200150		
1 02456830 83101 2320		SPED/MEDS		PROF TECH		162.50			
		Invoice Net				162.50			
73408 PERKINS SCH FOR BLIND		00000	7646315	INV	01/08/2015	042373	200151		
1 02456830 83101 2320		SPED/MEDS		PROF TECH		731.90			
		Invoice Net				731.90			
73408 PERKINS SCH FOR BLIND		00000	7646315	INV	01/08/2015	042343	200153		
1 02456830 83101 2320		SPED/MEDS		PROF TECH		894.40			
		Invoice Net				894.40			
73408 PERKINS SCH FOR BLIND		00000	7646315	INV	01/08/2015	042354	200155		
1 02456830 83101 2320		SPED/MEDS		PROF TECH		527.80			
		Invoice Net				527.80			
73408 PERKINS SCH FOR BLIND		00000	7646315	INV	01/08/2015	042416	200157		
1 02456830 83101 2320		SPED/MEDS		PROF TECH		780.00			
		Invoice Net				780.00			
73408 PERKINS SCH FOR BLIND		00000	7646315	INV	01/08/2015	042443	200159		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02456830 83101 2320		SPED/MEDS	PROF TECH		852.80			
			Invoice Net			852.80			
73408	PERKINS SCH FOR BLIND	00000 7646315	INV	01/08/2015		042463	200162		
	1 02456830 83101 2320		SPED/MEDS	PROF TECH		202.80			
			Invoice Net			202.80			
73408	PERKINS SCH FOR BLIND	00000 7646315	INV	01/08/2015		042476	200168		
	1 02456830 83101 2320		SPED/MEDS	PROF TECH		527.80			
			Invoice Net			527.80			
73408	PERKINS SCH FOR BLIND	00000 7636115	INV	01/08/2015		DEC-2014-EF	200403		
	1 02456848 83201 9300		TUITION DY	TUITION		633.48			
			Invoice Net			633.48			
73408	PERKINS SCH FOR BLIND	00000 7639715	INV	01/08/2015		042564	200405		
	1 02456848 83201 9300		TUITION DY	TUITION		9,502.80			
			Invoice Net			9,502.80			
73408	PERKINS SCH FOR BLIND	00000 7639715	INV	01/08/2015		DEC-2014-AV	200407		
	1 02456848 83201 9300		TUITION DY	TUITION		517.68			
			Invoice Net			517.68			
73408	PERKINS SCH FOR BLIND	00000 7639715	INV	01/08/2015		042689	200408		
	1 02456848 83201 9300		TUITION DY	TUITION		7,777.20			
			Invoice Net			7,777.20			
			CHECK TOTAL			27,636.46			-----
73471	PLAY TIME, INC.	00000 10810615	INV	01/08/2015		31036	199556		
	1 15122260 85103 3520		HARDY GEN	HARDY GEN		33.78			
			Invoice Net			33.78			
73471	PLAY TIME, INC.	00000 10810615	INV	01/08/2015		31039	200231		
	1 15122260 85103 3520		HARDY GEN	HARDY GEN		38.27			
			Invoice Net			38.27			
			CHECK TOTAL			72.05			-----
29937	PLUMBERS' SUPPLY COMPA	00001 578115	INV	01/08/2015		15132566-00	200651		
	1 02756960 84303 4220		FAC MAINT	PLUMBING		179.17			
			Invoice Net			179.17			
29937	PLUMBERS' SUPPLY COMPA	00001 578115	INV	01/08/2015		15133651-00	200667		
	1 02756960 84303 4220		FAC MAINT	PLUMBING		2,242.82			
			Invoice Net			2,242.82			
29937	PLUMBERS' SUPPLY COMPA	00001 578115	INV	01/08/2015		15133772-00	200669		
	1 02756960 84303 4220		FAC MAINT	PLUMBING		79.30			
			Invoice Net			79.30			
29937	PLUMBERS' SUPPLY COMPA	00001 578115	INV	01/08/2015		15133777-00	200671		
	1 02756960 84303 4220		FAC MAINT	PLUMBING		44.80			
			Invoice Net			44.80			
29937	PLUMBERS' SUPPLY COMPA	00001 578115	INV	01/08/2015		15133913-00	200672		
	1 02756960 84303 4220		FAC MAINT	PLUMBING		188.55			
			Invoice Net			188.55			
29937	PLUMBERS' SUPPLY COMPA	00001 578115	INV	01/08/2015		15133978-00	200674		
	1 02756960 84303 4220		FAC MAINT	PLUMBING		69.31			
			Invoice Net			69.31			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29937	PLUMBERS' SUPPLY COMPA 1 02756960 84303 4220	00001	578115	INV	01/08/2015	15134043-00 49.16 49.16 Invoice Net	200675		
						CHECK TOTAL	2,853.11		-----
26490	CHRISNA POMPILUS CHEVA 1 02456833 87101 2320	00000	7654915	INV	01/08/2015	REIM PRKING11/7-12/2 50.00 50.00 Invoice Net	200337		
26490	CHRISNA POMPILUS CHEVA 1 02456833 87101 2320	00000	7654915	INV	01/08/2015	REIMB MILEGE-NOV'14 58.87 58.87 Invoice Net	200338		
26490	CHRISNA POMPILUS CHEVA 1 02456833 87101 2320	00000	7654915	INV	01/08/2015	REIMB MILEGE-DEC'14 12.75 12.75 Invoice Net	200339		
						CHECK TOTAL	121.62		-----
19636	PONDELLI KENNETH 1 02026635 83804 3510	00000		INV	01/08/2015	8796 56.00 56.00 ATH/G/BB ATHLETIC Invoice Net	200204		
						CHECK TOTAL	56.00		-----
19261	POWERS, JOHN C. 1 02026626 83804 3510	00000		INV	01/08/2015	8813 56.00 56.00 ATHL/HOCKE ATHLETIC Invoice Net	200532		
						CHECK TOTAL	56.00		-----
73542	PRO-ED 1 02016507 85102 2720 2 02306740 85102 2415 3 02456860 85102 2720	00001	8452315	INV	01/08/2015	2250417 376.93 376.94 376.93 1,130.80 SEC EDUC TESTING C&I ENGLIS TESTING SPED TEST TESTING Invoice Net	200685		
						CHECK TOTAL	1,130.80		-----
20173	PROGRESSIVE COMMUNICAT 1 02096960 83402 4220	00000	607615	INV	01/08/2015	3876 80.00 80.00 PAINTING PHONE Invoice Net	200684		
						CHECK TOTAL	80.00		-----
73559	PSYCHIATRIC EDUC SVC 1 02456803 83101 2310	00000	7633115	INV	01/08/2015	#10-14 187.50 187.50 SPED/TUTOR PROF TECH Invoice Net	200169		
73559	PSYCHIATRIC EDUC SVC 1 02456803 83101 2310	00000	7633115	INV	01/08/2015	#10-15 93.75 93.75 SPED/TUTOR PROF TECH Invoice Net	200170		
						CHECK TOTAL	281.25		-----
23735	RAPPAPORT, HILLARY 1 1336770 81112 6200	00000	10901915	INV	01/08/2015	THEATRE GAMES X 8 320.00 320.00 ADULT ED INSTRUCT Invoice Net	199757		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
CHECK TOTAL						320.00			-----
28763	READYNURSE STAFFING SE	00001	7629014	INV	01/08/2015	31114-228461	200171		
	1 02456830 83101 2320		SPED/MEDS	PROF TECH		1,650.00			
			Invoice Net			1,650.00			
28763	READYNURSE STAFFING SE	00001	7629014	INV	01/08/2015	31114-229906	200172		
	1 02456830 83101 2320		SPED/MEDS	PROF TECH		1,003.75			
			Invoice Net			1,003.75			
28763	READYNURSE STAFFING SE	00001	7629014	INV	01/08/2015	31114-230640	200173		
	1 02456830 83101 2320		SPED/MEDS	PROF TECH		1,705.00			
			Invoice Net			1,705.00			
28763	READYNURSE STAFFING SE	00001	7629014	INV	01/08/2015	31114-231424	200174		
	1 02456830 83101 2320		SPED/MEDS	PROF TECH		797.50			
			Invoice Net			797.50			
28763	READYNURSE STAFFING SE	00001	7629014	INV	01/08/2015	31114-229202	200182		
	1 02456830 83101 2320		SPED/MEDS	PROF TECH		921.25			
			Invoice Net			921.25			
CHECK TOTAL						6,077.50			-----
11938	RICOH USA, INC.	00001	588815	INV	01/08/2015	1051743768	199557		
	1 02666920 82703 7400		BUS OFFICE	RENT EQUIP		11,310.24			
			Invoice Net			11,310.24			
11938	RICOH USA, INC.	00001	588815	INV	01/08/2015	1051743764	199558		
	1 02666920 82703 7400		BUS OFFICE	RENT EQUIP		5,044.50			
			Invoice Net			5,044.50			
11938	RICOH USA, INC.	00001	588815	INV	01/08/2015	1051743769	199559		
	1 02666920 82703 7400		BUS OFFICE	RENT EQUIP		2,129.34			
			Invoice Net			2,129.34			
11938	RICOH USA, INC.	00001	588815	INV	01/08/2015	1051743765	199560		
	1 02666920 82703 7400		BUS OFFICE	RENT EQUIP		2,724.30			
			Invoice Net			2,724.30			
11938	RICOH USA, INC.	00001	588815	INV	01/08/2015	1051743767	199561		
	1 02666920 82703 7400		BUS OFFICE	RENT EQUIP		2,320.20			
			Invoice Net			2,320.20			
11938	RICOH USA, INC.	00001	588815	INV	01/08/2015	1051743771	199562		
	1 02666920 82703 7400		BUS OFFICE	RENT EQUIP		1,816.20			
			Invoice Net			1,816.20			
11938	RICOH USA, INC.	00001	588815	INV	01/08/2015	1051743766	199563		
	1 02666920 82703 7400		BUS OFFICE	RENT EQUIP		2,724.30			
			Invoice Net			2,724.30			
CHECK TOTAL						28,069.08			-----
23093	A. RUSSO & SONS, INC.	00000	10814915	INV	01/08/2015	979844	199564		
	1 15122260 84902 3520		HARDY GEN	HARDY FOOD		156.00			
			Invoice Net			156.00			
23093	A. RUSSO & SONS, INC.	00000	10814915	INV	01/08/2015	986034	200232		
	1 15122260 84902 3520		HARDY GEN	HARDY FOOD		149.40			
			Invoice Net			149.40			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	305.40		-----
30179 RYSER, JAMES		00000		INV	01/08/2015	8427		200533	
	1 02026635 83804 3510	ATH/G/BB		ATHLETIC		78.00			
		Invoice Net				78.00			
						CHECK TOTAL	78.00		-----
24874 SAL'S PIZZA		00000	596015	INV	01/08/2015	0123234		199885	
	1 03034309 835001	FOOD SERV		FOOD SERVI		107.10			
		Invoice Net				107.10			
24874 SAL'S PIZZA		00000	596015	INV	01/08/2015	0123235		199887	
	1 03034309 835001	FOOD SERV		FOOD SERVI		178.50			
		Invoice Net				178.50			
24874 SAL'S PIZZA		00000	596015	INV	01/08/2015	0123236		199888	
	1 03034309 835001	FOOD SERV		FOOD SERVI		107.10			
		Invoice Net				107.10			
24874 SAL'S PIZZA		00000	596015	INV	01/08/2015	0123237		199889	
	1 03034309 835001	FOOD SERV		FOOD SERVI		107.10			
		Invoice Net				107.10			
24874 SAL'S PIZZA		00000	596015	INV	01/08/2015	0123238		199890	
	1 03034309 835001	FOOD SERV		FOOD SERVI		107.10			
		Invoice Net				107.10			
24874 SAL'S PIZZA		00000	596015	INV	01/08/2015	0123239		199892	
	1 03034309 835001	FOOD SERV		FOOD SERVI		107.10			
		Invoice Net				107.10			
24874 SAL'S PIZZA		00000	596015	INV	01/08/2015	0123240		199894	
	1 03034309 835001	FOOD SERV		FOOD SERVI		142.80			
		Invoice Net				142.80			
						CHECK TOTAL	856.80		-----
20459 SALEM PUBLIC SCHOOLS		00000	7647815	INV	01/08/2015	TUITION SVCS-DEC'14		200409	
	1 02456848 83201 9100	TUITION DY		TUITION		1,105.00			
		Invoice Net				1,105.00			
						CHECK TOTAL	1,105.00		-----
73185 SCHOOL SPECIALTY, INC.		00006	65006515	ACI	01/08/2015	308102039729		199565	
	1 02156506 85103 2415	ELEM EDUC		INSTRUCT		512.05			
		Invoice Net				512.05			
73185 SCHOOL SPECIALTY, INC.		00006	65000415	ACI	01/08/2015	208113002788		199566	
	1 02096506 85103 2415	ELEM EDUC		INSTRUCT		494.42			
		Invoice Net				494.42			
73185 SCHOOL SPECIALTY, INC.		00006	65014915	ACI	01/08/2015	308102001222		199567	
	1 02096506 84201 2430	ELEM EDUC		OFFICE		1,847.65			
		Invoice Net				1,847.65			
73185 SCHOOL SPECIALTY, INC.		00006	65031315	ACI	01/08/2015	208113751389		199568	
	1 02066506 85103 2415	ELEM EDUC		INSTRUCT		413.92			
		Invoice Net				413.92			
73185 SCHOOL SPECIALTY, INC.		00006	65028015	ACI	01/08/2015	208113587597		200175	

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02456818 85103	2415	SPED/DEAF	INSTRUCT		76.65			
			Invoice Net			76.65			
73185	SCHOOL SPECIALTY, INC.	00006 65029015	ACI	01/08/2015		308102123127	200176		
	1 02456812 85103	2415	SPED/PT	INSTRUCT		248.43			
			Invoice Net			248.43			
73185	SCHOOL SPECIALTY, INC.	00006 65001215	ACI	01/08/2015		208113269435	200233		
	1 02546750 85103	2415	VISUAL/ART	INSTRUCT		19.08			
			Invoice Net			19.08			
73185	SCHOOL SPECIALTY, INC.	00006 65028715	ACI	01/08/2015		208113638292	200695		
	1 02216506 85103	2415	ELEM EDUC	INSTRUCT		893.00			
			Invoice Net			893.00			
			CHECK TOTAL			4,505.20			-----
73818	SCHOOLS FOR CHILDREN,	00000 7640115	INV	01/08/2015		114674	200412		
	1 02456848 83201	9300	TUITION DY	TUITION		4,764.42			
			Invoice Net			4,764.42			
73818	SCHOOLS FOR CHILDREN,	00000 7647015	INV	01/08/2015		114698	200414		
	1 02816980 83301	3300	SPED/REIMB	TRANS		969.85			
			Invoice Net			969.85			
73818	SCHOOLS FOR CHILDREN,	00000 7647015	INV	01/08/2015		114699	200415		
	1 02816980 83301	3300	SPED/REIMB	TRANS		969.85			
			Invoice Net			969.85			
73818	SCHOOLS FOR CHILDREN,	00000 7638415	INV	01/08/2015		114675	200417		
	1 02456848 83201	9300	TUITION DY	TUITION		4,764.42			
			Invoice Net			4,764.42			
			CHECK TOTAL			11,468.54			-----
28807	SEVEN HILLS PEDIATRIC	00000 7634315	INV	01/08/2015		09-116197	200419		
	1 02456848 83201	9300	TUITION DY	TUITION		3,263.40			
			Invoice Net			3,263.40			
			CHECK TOTAL			3,263.40			-----
16021	SHEERAN, MICHAEL	00000	INV	01/08/2015		8437	200205		
	1 02026640 83804	3510	ATH/G/I.H.	ATHLETIC		78.00			
			Invoice Net			78.00			
			CHECK TOTAL			78.00			-----
73931	SIMPLEXGRINNELL LP	00001 589815	INV	01/08/2015		77267032	200677		
	1 02756960 82408	4220	FAC MAINT	ELECTRICAL		1,040.64			
			Invoice Net			1,040.64			
73931	SIMPLEXGRINNELL LP	00001 589815	INV	01/08/2015		77268397	200679		
	1 02756960 82408	4220	FAC MAINT	ELECTRICAL		918.76			
			Invoice Net			918.76			
			CHECK TOTAL			1,959.40			-----
18260	SMITH, MARK H.	00000	INV	01/08/2015		8793	200206		
	1 02026622 83804	3510	ATHL/BASKB	ATHLETIC		56.00			
			Invoice Net			56.00			

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CASH ACCOUNT: 0000

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	56.00		-----
74062	AHOLD FINANCIAL SERVIC	00001	10810815	INV	01/08/2015	447105	199544		
	1 15124145 82422 3520	THOMPSON		SUPPLIES		20.83			
		Invoice Net				20.83			
74062	AHOLD FINANCIAL SERVIC	00001	7632515	INV	01/08/2015	447102	200179		
	1 02456800 84902 2430	PK-SPED		FOOD SUPPL		172.38			
		Invoice Net				172.38			
						CHECK TOTAL	193.21		-----
29802	SUMMIT PROFESSIONAL ED	00000	602915	INV	01/08/2015	336468	199650		
	1 08192015 87202 2357	SUCCESS		TRAVEL		179.00			
		Invoice Net				179.00			
						CHECK TOTAL	179.00		-----
27752	TAFT, ALICIA	00000	7652715	INV	01/08/2015	REIM MILEGE-DEC'14	200421		
	1 02456839 87101 2315	TEAM CHAIR		BUS TRAVEL		110.21			
		Invoice Net				110.21			
						CHECK TOTAL	110.21		-----
11730	TERNULLO JAMES	00000		INV	01/08/2015	8815	199925		
	1 02026640 83804 3510	ATH/G/I.H.		ATHLETIC		78.00			
		Invoice Net				78.00			
						CHECK TOTAL	78.00		-----
22736	THURSTON FOODS	00000	595415	INV	01/08/2015	419489	199896		
	1 03034309 835001	FOOD SERV		FOOD SERVI		428.06			
		Invoice Net				428.06			
22736	THURSTON FOODS	00000	595415	INV	01/08/2015	420635	199898		
	1 03034309 835001	FOOD SERV		FOOD SERVI		1,037.43			
		Invoice Net				1,037.43			
22736	THURSTON FOODS	00000	595415	INV	01/08/2015	419486	199900		
	1 03034309 835001	FOOD SERV		FOOD SERVI		571.75			
		Invoice Net				571.75			
22736	THURSTON FOODS	00000	595415	INV	01/08/2015	424513	200523		
	1 03034309 835001	FOOD SERV		FOOD SERVI		441.58			
		Invoice Net				441.58			
						CHECK TOTAL	2,478.82		-----
28130	TOMASZEWSKI, CHARLES	00000		INV	01/08/2015	8816	199927		
	1 02026640 83804 3510	ATH/G/I.H.		ATHLETIC		65.00			
		Invoice Net				65.00			
28130	TOMASZEWSKI, CHARLES	00000		INV	01/08/2015	8817	199929		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		65.00			
		Invoice Net				65.00			
28130	TOMASZEWSKI, CHARLES	00000		INV	01/08/2015	8392	200207		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		65.00			
		Invoice Net				65.00			

# TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000

1010

POOLED CASH

WARRANT: 15091

01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
28130 TOMASZEWSKI, CHARLES	00000			INV	01/08/2015	8393	200208		
1 02026640 83804 3510	ATH/G/I.H.			ATHLETIC		65.00			
	Invoice Net					65.00			
				CHECK TOTAL		260.00			-----
19095 TRANSCANADA POWER MARK	00000	579715	INV	01/08/2015	5029635	199573			
1 02756960 82103 4130	FAC MAINT			POWER ELEC		37,390.16			
	Invoice Net					37,390.16			
				CHECK TOTAL		37,390.16			-----
31027 TROUP, JAMES	00000		INV	01/08/2015	8396	200535			
1 02026640 83804 3510	ATH/G/I.H.			ATHLETIC		78.00			
	Invoice Net					78.00			
				CHECK TOTAL		78.00			-----
31019 TRYDER, CHARLES	00000		INV	01/08/2015	8812	200536			
1 02026626 83804 3510	ATHL/HOCKE			ATHLETIC		56.00			
	Invoice Net					56.00			
				CHECK TOTAL		56.00			-----
31020 VECCHIONE, JOSEPH	00000		INV	01/08/2015	8811	200537			
1 02026626 83804 3510	ATHL/HOCKE			ATHLETIC		56.00			
	Invoice Net					56.00			
				CHECK TOTAL		56.00			-----
24685 VELLA, NICHOLAS	00000		INV	01/08/2015	8469	200209			
1 02026640 83804 3510	ATH/G/I.H.			ATHLETIC		78.00			
	Invoice Net					78.00			
				CHECK TOTAL		78.00			-----
11037 VOCELL BUS COMPANY	00000	10867915	INV	01/08/2015	1412103664/3556	200687			
1 02026985 83301 3510	ATH/B/TRAN			TRANS		574.50			
	Invoice Net					574.50			
11037 VOCELL BUS COMPANY	00000	10867715	INV	01/08/2015	1412103556	200688			
1 02026986 83301 3510	ATH/G/TRAN			TRANS		175.00			
	Invoice Net					175.00			
11037 VOCELL BUS COMPANY	00000	10867915	INV	01/08/2015	1412103554/3572/3555	200689			
1 02026985 83301 3510	ATH/B/TRAN			TRANS		673.50			
	Invoice Net					673.50			
11037 VOCELL BUS COMPANY	00000	10867715	INV	01/08/2015	1412103554/3555	200690			
1 02026986 83301 3510	ATH/G/TRAN			TRANS		1,023.50			
	Invoice Net					1,023.50			
				CHECK TOTAL		2,446.50			-----
13234 W. B. MASON CO., INC.	00001	10920315	ACI	01/08/2015	I22479431	199569			
1 02156506 84201 2430	ELEM EDUC			OFFICE		33.87			
	Invoice Net					33.87			
13234 W. B. MASON CO., INC.	00001	10823215	ACI	01/08/2015	I22445358	199570			

## TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000

1010

POOLED CASH

WARRANT: 15091

01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02186506 85101 2430		ELEM EDUC	REPRO SUPP		2,359.20			
			Invoice Net			2,359.20			
13234 W. B. MASON CO., INC.	00001 10843615		ACI	01/08/2015		I21939109	199571		
	1 02036507 85101 2430		SEC EDUC	REPRO SUPP		4,718.40			
			Invoice Net			4,718.40			
13234 W. B. MASON CO., INC.	00001 10859015		ACI	01/08/2015		I22417500	200180		
	1 02456806 84201 2430		SPED ADM M	OFFICE		163.52			
			Invoice Net			163.52			
13234 W. B. MASON CO., INC.	00001 10910415		ACI	01/08/2015		I22605811	200692		
	1 02016507 84201 2430		SEC EDUC	OFFICE		113.75			
			Invoice Net			113.75			
			CHECK TOTAL			7,388.74			-----
29267 WALDRON, JOHN H.	00000		INV	01/08/2015		8642	199931		
	1 02026622 83804 3510		ATHL/BASKB	ATHLETIC		56.00			
			Invoice Net			56.00			
			CHECK TOTAL			56.00			-----
30295 WALSH, TOM	00000		INV	01/08/2015		8411	200210		
	1 02026622 83804 3510		ATHL/BASKB	ATHLETIC		78.00			
			Invoice Net			78.00			
			CHECK TOTAL			78.00			-----
25704 WALSH, MICHAEL E.	00000		INV	01/08/2015		8368	199933		
	1 02026622 83804 3510		ATHL/BASKB	ATHLETIC		56.00			
			Invoice Net			56.00			
			CHECK TOTAL			56.00			-----
30181 WALZ, BRIAN	00000		INV	01/08/2015		8810	199514		
	1 02026626 83804 3510		ATHL/HOCKE	ATHLETIC		56.00			
			Invoice Net			56.00			
			CHECK TOTAL			56.00			-----
74469 WANAMAKER HARDWARE	00000 577915		INV	01/08/2015		close 12/31/14	200681		
	1 02756960 84399 4220		FAC MAINT	MISC MAINT		314.93			
			Invoice Net			314.93			
			CHECK TOTAL			314.93			-----
74469 WANAMAKER HARDWARE	00000 10830915		INV	01/08/2015		125721	200691		
	1 02016518 85103 2415		FAM/CONS S	INSTRUCT		57.62			
			Invoice Net			57.62			
			CHECK TOTAL			57.62			-----
14390 WAYSIDE YOUTH & FAMILY	00000 7650615		INV	01/08/2015		SVCS 11/1-11/30/14	200423		
	1 02456848 83201 9300		TUITION DY	TUITION		4,081.70			
			Invoice Net			4,081.70			
			CHECK TOTAL			4,081.70			-----

# TOWN OF ARLINGTON



## PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 15091 01/08/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29914 WHIRLAWAY SPORTS CENTE	00000 10868415	INV	01/08/2015			9082	199572		
1 02026634 85104 3510	ATH/WRESTL	ATHL SUPPL				1,079.40			
	Invoice Net					1,079.40			
	CHECK TOTAL					1,079.40			-----
25451 WHITTAKER, JOHN	00000	INV	01/08/2015			8848	200538		
1 02026635 83804 3510	ATH/G/BB	ATHLETIC				56.00			
	Invoice Net					56.00			
	CHECK TOTAL					56.00			-----
31021 WILLIAMS, BRIAN	00000	INV	01/08/2015			8792	200539		
1 02026634 83804 3510	ATH/WRESTL	ATHLETIC				110.00			
	Invoice Net					110.00			
	CHECK TOTAL					110.00			-----
29510 WORK OPPORTUNITIES UNL	00000 7645215	INV	01/08/2015			267604	200181		
1 02456815 83101 2320	SPED/CONS	SPED TRANS				2,608.77			
	Invoice Net					2,608.77			
	CHECK TOTAL					2,608.77			-----
370 INVOICES	WARRANT TOTAL					459,747.74	459,747.74		

# TOWN OF ARLINGTON



## PRELIMINARY WARRANT SUMMARY

WARRANT: 15091 01/08/2015

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
0200	02016507	SECONDARY EDUCATION	0200-3-01 -6507-01-10-5-02-84201 -2430	OFFICE SUPPLIES	113.75 1,411.22
0200	02016507	SECONDARY EDUCATION	0200-3-01 -6507-01-10-5-02-85101 -2430	REPRO PAPER TONER SUPP	1,090.40 6,461.66
0200	02016507	SECONDARY EDUCATION	0200-3-01 -6507-01-10-5-02-85102 -2720	TESTING MATERIALS	376.93 -100.93
0200	02016518	FAMILY/CONSUMER SCIENC	0200-3-01 -6518-01-10-5-01-85103 -2415	INSTRUCTIONAL MATERIAL	57.62 3,629.42
0200	02016527	SOCIAL STUDIES	0200-3-01 -6527-01-10-5-01-85106 -2410	TEXTBOOKS BOOKS PERIOD	3,000.00 -4,550.60
0200	02016563	LIBRARY/MEDIA	0200-3-01 -6563-01-10-5-01-84201 -2430	OFFICE SUPPLIES	73.89 1,946.11
0200	02016563	LIBRARY/MEDIA	0200-3-01 -6563-01-10-5-01-85106 -2410	TEXTBOOKS BOOKS PERIOD	394.15 9,498.52
0200	02016960	MISC. MAINTENANCE SUPP	0200-3-4220-6960-01-28-9-00-83803 -4225	SECURITY SERVICES	1,693.00 .00
0200	02016965	CUSTODIAL SERVICE	0200-3-01 -6965-01-10-5-08-82904 -4110	CUSTODIAL SUPPLIES CLE	6,850.00 -82,283.70
0200	02026620	ATHLETICS/ADMIN	0200-3-02 -6620-01-24-9-00-83804 -3510	ATHLETIC SERVICES	1,072.86 .00
0200	02026622	ATHLETICS/BOYS BASKETB	0200-3-02 -6622-01-24-5-00-83804 -3510	ATHLETIC SERVICES	960.00 .00
0200	02026623	ATHLETICS/BOYS CC	0200-3-02 -6623-01-24-5-00-85104 -3510	ATHLETIC SUPPLIES	225.00 .00
0200	02026626	ATHLETICS/ICE HOCKEY	0200-3-02 -6626-01-24-5-00-83804 -3510	ATHLETIC SERVICES	741.00 .00
0200	02026631	ATHLETICS/BOYS SWIMMIN	0200-3-02 -6631-01-24-5-00-83804 -3510	ATHLETIC SERVICES	71.00 .00
0200	02026634	ATHLETICS/BOYS WRESTLI	0200-3-02 -6634-01-24-5-00-83804 -3510	ATHLETIC SERVICES	110.00 .00
0200	02026634	ATHLETICS/BOYS WRESTLI	0200-3-02 -6634-01-24-5-00-85104 -3510	ATHLETIC SUPPLIES	1,499.39 .00
0200	02026635	ATHLETICS/GIRLS BASKET	0200-3-02 -6635-01-24-5-00-83804 -3510	ATHLETIC SERVICES	1,054.00 .00
0200	02026637	ATHLETICS/GIRLS CROSS	0200-3-02 -6637-01-24-5-00-85104 -3510	ATHLETIC SUPPLIES	225.00 .00
0200	02026640	ATHLETICS/GIRLS ICE HO	0200-3-02 -6640-01-24-5-00-83804 -3510	ATHLETIC SERVICES	813.00 .00
0200	02026646	ATHLETICS/GIRLS SWIMMI	0200-3-02 -6646-01-24-5-00-83804 -3510	ATHLETIC SERVICES	71.00 .00
0200	02026985	ATHLETICS/TRANS/BOYS	0200-3-02 -6985-01-24-5-00-83301 -3510	CONTRACTED TRANSPORTAT	2,383.50 .00
0200	02026986	ATHLETICS/TRANS/GIRLS	0200-3-02 -6986-01-24-5-00-83301 -3510	CONTRACTED TRANSPORTAT	1,503.75 -949.87
0200	02036507	SECONDARY EDUCATION	0200-3-03 -6507-03-01-4-01-85101 -2430	REPRO PAPER TONER SUPP	4,718.40 277.16
0200	02036960	MAINT ELECTRICAL SERVI	0200-3-4220-6960-03-28-9-00-82410 -4220	PAINTING SERVICES	150.85 .00
0200	02036965	CUSTODIAL SERVICE	0200-3-03 -6965-03-01-4-00-82904 -4110	CUSTODIAL SUPPLIES CLE	6,800.00 16,213.44
0200	02066506	ELEMENTARY EDUCATION	0200-3-06 -6506-06-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	413.92 -3,558.97
0200	02066960	BLDG MAINT/INSPECT	0200-3-06 -6960-06-28-3-00-82904 -4220	CUSTODIAL SUPPLIES CLE	464.10 .00
0200	02096506	ELEMENTARY EDUCATION	0200-3-09 -6506-09-01-3-00-84201 -2430	OFFICE SUPPLIES	1,847.65 -1,728.79
0200	02096506	ELEMENTARY EDUCATION	0200-3-09 -6506-09-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	494.42 -2,805.67
0200	02096960	MAINT/PAINTING SERV	0200-3-4220-6960-09-28-9-00-83402 -4220	TELEPHONE/PAGERS	80.00 .00
0200	02126506	ELEMENTARY EDUCATION	0200-3-12 -6506-12-01-3-00-85106 -2410	DALLIN/TEXTBOOKS	86.90 4,913.10
0200	02156506	ELEMENTARY EDUCATION	0200-3-15 -6506-15-01-3-00-84201 -2430	OFFICE SUPPLIES	33.87 -1,936.63
0200	02156506	ELEMENTARY EDUCATION	0200-3-15 -6506-15-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	512.05 297.65
0200	02186506	ELEMENTARY EDUCATION	0200-3-18 -6506-18-01-3-00-85101 -2430	REPRO PAPER TONER SUPP	2,359.20 -481.62
0200	02216506	ELEMENTARY EDUCATION	0200-3-21 -6506-21-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	893.00 -1,479.72
0200	02296581	READING INTERVENTIONS	0200-3-29 -6581-29-32-3-06-85106 -2410	READING INTERV/TEXTBOO	5,130.00 -11,826.75
0200	02306740	C&I ENGLISH	0200-3-30 -6740-30-01-5-01-85102 -2415	TESTING MATERIALS	376.94 -228.10
0200	02306740	C&I ENGLISH	0200-3-30 -6740-30-01-5-01-87202 -2357	ENGLISH PROF DEV	597.00 -1,547.00
0200	02396720	C&I MATH	0200-3-39 -6720-01-10-9-00-83302 -2440	FIELD TRIPS	245.00 -980.00
0200	02426715	C&I SCIENCE	0200-3-42 -6715-01-10-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	120.62 11,592.44
0200	02426715	C&I SCIENCE	0200-3-42 -6715-01-10-9-00-87202 -2357	TRAINING EDUC CONF & A	150.00 -185.00
0200	02456575	SPED/PROF DEV	0200-3-45 -6575-36-02-3-00-87202 -2357	TRAINING EDUC CONF & A	2,025.00 .00
0200	02456800	PK-SPED	0200-3-45 -6800-45-02-1-05-84902 -2430	FOOD SUPPLIES	172.38 1,214.30
0200	02456803	SPED TUTOR/C.S.	0200-3-45 -6803-36-02-9-00-83101 -2310	PROFESSIONAL TECH SERV	1,056.25 .00
0200	02456806	SPED ADM MGMT SERVICES	0200-3-45 -6806-01-02-9-00-84201 -2430	OFFICE SUPPLIES	163.52 7,020.77
0200	02456806	SPED ADM MGMT SERVICES	0200-3-45 -6806-01-02-9-00-87101 -2110	BUSINESS TRAVEL	507.22 -507.22
0200	02456812	SPED/PT SERVICES C.S.	0200-3-45 -6812-36-23-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	248.43 .00
0200	02456815	SPED/CONSULT/COACHING	0200-3-45 -6815-36-23-9-00-83101 -2320	SPED TRANSITIONAL SER	2,608.77 .00
0200	02456818	SPED/TEACHER/DEAF C.S.	0200-3-45 -6818-36-02-9-00-83101 -2320	PROFESSIONAL TECH SERV	700.00 .00
0200	02456818	SPED/TEACHER/DEAF C.S.	0200-3-45 -6818-36-02-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	211.65 .00

# TOWN OF ARLINGTON



## PRELIMINARY WARRANT SUMMARY

WARRANT: 15091 01/08/2015

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET				
0200	02456821	SPED/CLINICAL SUPERV/C	0200-3-45	-6821-36-02-9-00-81201	-2320	TEMP SALARIES PROFESSI	35.39		.00
0200	02456821	SPED/CLINICAL SUPERV/C	0200-3-45	-6821-36-02-9-00-83101	-2320	PROFESSIONAL TECH SERV	4,646.04		.00
0200	02456830	SPED/MEDICAL	0200-3-45	-6830-36-23-9-00-83101	-2320	PROFESSIONAL TECH SERV	13,365.30		.00
0200	02456833	SPED/MIDDLE SCH/WORKSH	0200-3-45	-6833-03-02-4-00-87101	-2320	BUSINESS TRAVEL	654.76		.00
0200	02456839	TEAM CHAIR TEMP SAL/WA	0200-3-45	-6839-36-02-9-00-87101	-2315	BUSINESS TRAVEL	265.86		.00
0200	02456842	ADAPTIVE TECHNOLOGY	0200-3-45	-6842-45-02-9-06-85110	-2420	INSTRUCTION EQUIPMENT	3,042.64	11,148.36	
0200	02456845	OUT-OF-DISTRICT/ONE ON	0200-3-45	-6845-36-02-9-00-83201	-9300	OOD/ONE-ON-ONE AIDE	8,621.71		.00
0200	02456848	OUT OF DISTRICT TUITIO	0200-3-45	-6848-45-02-9-05-83201	-9100	NON-MEMBER COLLAB TUIT	17,675.24	124,444.76	
0200	02456848	OUT OF DISTRICT TUITIO	0200-3-45	-6848-45-02-9-05-83201	-9300	OUT OF DISTRICT/DAY TU	82,794.79	-1,413,945.80	
0200	02456848	OUT OF DISTRICT TUITIO	0200-3-45	-6848-45-02-9-05-83201	-9400	SPED LABB TUITION	7,375.11	-34,034.06	
0200	02456851	OUT OF DISTRICT RESIDE	0200-3-45	-6851-36-23-9-00-83201	-9300	TUITION OTHER SCHOOLS	59,200.62		.00
0200	02456857	SPED CONTRACTED SERVIC	0200-3-45	-6857-45-02-9-05-83101	-2310	PROFESSIONAL TECH SERV	3,097.50	4,938.00	
0200	02456857	SPED CONTRACTED SERVIC	0200-3-45	-6857-45-02-9-05-83101	-2330	PROFESSIONAL TECH SERV	200.25	-34,670.00	
0200	02456860	SPED TESTING ASSESSMEN	0200-3-45	-6860-45-02-9-05-83101	-2720	PROFESSIONAL TECH SERV	1,917.50	-3,910.00	
0200	02456860	SPED TESTING ASSESSMEN	0200-3-45	-6860-45-02-9-05-85102	-2720	TESTING MATERIALS	376.93	2,123.07	
0200	02486745	C&I SOCIAL STUDIES	0200-3-48	-6745-01-10-9-00-83101	-2440	PROFESSIONAL TECH SERV	480.00	720.00	
0200	02486745	C&I SOCIAL STUDIES	0200-3-48	-6745-01-10-9-00-85106	-2410	TEXTBOOKS BOOKS PERIOD	1,712.86	-4,751.72	
0200	02546750	VISUAL/PERF ARTS SW	0200-3-54	-6750-01-31-9-00-85103	-2415	INSTRUCTIONAL MATERIAL	19.08	.00	
0200	02546755	VISUAL/PERF ARTS SW	0200-3-54	-6755-01-31-9-00-83302	-2440	FIELD TRIPS	200.00	.00	
0200	02576900	SCHOOL COMMITTEE	0200-3-57	-6900-01-27-9-00-87202	-1110	TRAINING EDUC CONF & A	268.08	-2,277.59	
0200	02606910	SUPERINTENDENT	0200-3-60	-6910-01-29-9-00-83101	-1210	PROFESSIONAL TECH SERV	752.00	-8,255.00	
0200	02606910	SUPERINTENDENT	0200-3-60	-6910-01-29-9-00-84902	-1210	FOOD SUPPLIES	548.31	1,357.00	
0200	02606910	SUPERINTENDENT	0200-3-60	-6910-01-29-9-00-87301	-1210	PROFESSIONAL AFFLIATIO	66.04	3,634.96	
0200	02636575	PROF DEV/ASSISTANT SUP	0200-3-63	-6575-34-09-9-00-87202	-2357	TRAINING EDUC CONF & A	1,850.00	.00	
0200	02636575	PROF DEV/ASSISTANT SUP	0200-3-63	-6575-34-09-9-00-87301	-2357	PROFESSIONAL AFFLIATIO	400.00	.00	
0200	02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-82703	-7400	EQUIPMENT RENTAL	28,069.08	-27,859.64	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82103	-4130	POWER ELECTRICITY	68,974.43	-413,958.85	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82104	-4120	NATURAL GAS	12,491.81	356,000.00	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82403	-4220	PLUMBING SERVICES	595.00	8,000.00	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82408	-4220	ELECTRICAL SERVICES	2,466.33	37,632.01	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82411	-4220	WINDOW GLASS SERVICE S	411.53	5,700.00	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82412	-4220	HVAC CONTRACTED SERVIC	19,432.85	-37,768.00	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82414	-4220	BOILER CONTRACTED SERV	1,066.00	6,199.81	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-83101	-4220	PROFESSIONAL TECH SERV	117.60	-157.60	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-83803	-4225	DISTRICT WIDE SECURITY	286.00	-12,517.16	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84303	-4220	PLUMBING SUPPLIES	3,557.35	-13,571.04	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84306	-4220	CARPENTRY SUPPLIES DOO	271.76	1,853.79	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84308	-4220	ELECTRICAL SUPPLIES	1,262.34	14,690.96	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84399	-4220	MISC MAINTENANCE SUPPL	314.93	200.24	
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84802	-4220	MOTOR VEHICLE REPAIR	1,789.81	5,890.53	
0200	02816970	TRANSPORTATION REGULAR	0200-3-81	-6970-49-10-9-00-84802	-3300	MOTOR VEHICLE REPAIR	1,589.51	-22,064.42	
0200	02816975	TRANSPORTATION SPED	0200-3-81	-6975-49-02-9-09-83301	-3300	CONTRACTED TRANSPORTAT	2,975.00	14,400.00	
0200	02816975	TRANSPORTATION SPED	0200-3-81	-6975-49-02-9-09-83402	-3300	TELEPHONE/PAGERS	593.29	700.00	
0200	02816975	TRANSPORTATION SPED	0200-3-81	-6975-49-02-9-09-87101	-3300	TRANSPORTATION MILEAGE	141.68	-141.68	
0200	02816980	SPED/MILEAGE REIMB	0200-3-81	-6980-36-02-9-00-83301	-3300	CONTRACTED TRANSPORTAT	10,495.50	.00	
0200	02816990	TRANSPORTATION HOMELES	0200-3-81	-6990-49-07-9-09-83301	-3300	CONTRACTED TRANSPORTAT	6,515.70	14,205.90	
FUND TOTAL							430,529.89		
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-835000-			FOOD SERV/SW SUPPLIES	7,513.46	-240,205.19	

# TOWN OF ARLINGTON



## PRELIMINARY WARRANT SUMMARY

WARRANT: 15091 01/08/2015

FUND	ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0300	03034309	FOOD SERVICE REVOLVING 0300-3-3400-0800-30-34-9-NM-835001-	FOOD SERV/SW FOOD 11,702.87	-333,478.69
0300	03034309	FOOD SERVICE REVOLVING 0300-3-3400-0800-30-34-9-NM-835002-	FOOD SERV/FOOD EXPENSE 13.04	-6,816.36
0300	03034309	FOOD SERVICE REVOLVING 0300-3-3400-0800-30-34-9-NM-865000-	FOOD SERV/REPAIR/SERVI 32.00	-11,072.30
FUND TOTAL			19,261.37	
0790	0792015	TITLE IIA IMPROV EDUC 0790-3-2300-2015-45-9 -9-0 -87208 -2357	TITLE IIA-ARL CATHOLIC 100.00	9,549.00
FUND TOTAL			100.00	
0819	08192013	PROJECT S U C C E S S 0819-3-2700-SG -29-12-3-NM-87202 -2353	S.U.C.C.E.S.S. Confer/ 209.00	-209.00
0819	08192014	PROJECT S U C C E S S 0819-3-2700-2014-29-12-3-NM-83101 -2357	PROFESSIONAL DEVELOPME 1,250.00	40,076.26
0819	08192014	PROJECT S U C C E S S 0819-3-2700-2014-29-12-3-NM-87202 -2357	TRAVEL 95.00	-229.06
0819	08192015	PROJECT S U C C E S S 0819-3-2700-2015-29-12-3-NM-87202 -2357	TRAVEL 179.00	3,733.00
FUND TOTAL			1,733.00	
1320	1322015	METCO GRANT 1320-3-2300-2015-45-13-9-NM-83301 -3300	CONTRACTED TRANSPORTAT 962.00	1,416.24
FUND TOTAL			962.00	
1330	1336770	COMM ED ADULT EDUCATIO 1330-3-2731-6770-01-40-7-NM-81112 -6200	INSTRUCTIONAL SALARIES 4,748.75	-42,386.75
1330	1336780	COMMUNITY ED KIDZONE 1330-3-2731-6780-01-40-7-NM-81112 -3520	INSTRUCTIONAL SALARIES 600.00	-17,024.00
FUND TOTAL			5,348.75	
1410	14115101	AEF FY15 OMS IMPROVEME 1410-3-2723-SG -69-49-0-NM-83101 -2357	FACILITATOR 1,400.00	.00
FUND TOTAL			1,400.00	
1512	15122260	HARDY GENERAL SUPPLIES 1512-3-2300-0025-15-5 -3-NM-84902 -3520	HARDY FOOD 305.40	-15,335.56
1512	15122260	HARDY GENERAL SUPPLIES 1512-3-2300-0025-15-5 -3-NM-85103 -3520	HARDY GENERAL SUPPLIES 72.05	-3,592.70
1512	15124145	OTTOSON 1512-3-24 -OR -24-9 -3-NM-82422 -3520	THOMPSON GENERAL SUPPL 20.83	-7,527.61
FUND TOTAL			398.28	
1950	1952	TRANSCRIPTS 1950-3-0046-1952-69-10-0-NM-84000 -	MISC RECEIPTS 14.45	13,091.45
FUND TOTAL			14.45	
WARRANT SUMMARY TOTAL			459,747.74	
GRAND TOTAL			459,747.74	

\*\* END OF REPORT - Generated by Steve Walenski \*\*

**Draft**  
**Arlington School Committee**  
**School Committee Regular Meeting**  
**Thursday, December 18, 2014**  
**6:30 PM**

*School Committee Room, 6th Floor, Arlington High School*  
*School Committee Room, 6th Floor*  
*Arlington High School*  
*869 Massachusetts Avenue, Arlington, MA 02476*

*Present: Mr. Hayner, Chair, Mr. Jeff Thielman, Vice Chair, and Kirsi Allison-Ampe, MD, Secretary, Mr. Schlichtman, Mr. Pierce, Ms. Starks, and Ms. Susse*

*Dr. Kathleen Bodie, Superintendent, Dr. Laura Chesson, Assistant Superintendent Ms. Diane Johnson, Chief Financial Officer, Mr. Rob Spiegel, Human Resource Office, Ms. Alison Elmer, Director of Special Education, Ms. Siobhan Foley, AEA Representative, and Ms. Karen Fitzgerald, Administrative Assistant.*

*Absent: Student representative and AAA representative*

*Paul Schlichtman entered in at 6:31 p.m.*

*Jeff Thielman entered the meeting at 6:33 p.m., exited at 8:22 and returned 8:25 p.m.*

*Jennifer Susse entered the meeting at 6:35 p.m.*

*Dick Fanning entered at 7:03 p.m. and exited 8:25 p.m.*

*Meeting Opening*

*Mr. Hayner opened the meeting by welcoming everyone at 6:30 p.m. and held a moment of silence for Ms. Jane Yewic, longtime Arlington School Nurse who recently passed away.*

*Mr. Hayner presented the Dallin Art work from the K-5 students.*

*Public Participation*

*None*

*FY'16 Budget Arlington Education Association (AEA)*

*Dr. Bodie welcomed Ms. Linda Hanson, President of the AEA, Ms. Patricia Toowig, Speech Language Pathologist for the Menotomy Preschool, Ms. Siobhan Foley, Thompson 3<sup>rd</sup> Grade teacher, Ms. Erica Dusombre, Ms. Deborah Martin, Mr. David Moore, Mr. Julianne Keys and Mr. David Ardito. The Arlington Education Association and Mr. Ardito prepared a statement to the School Committee and the administration on the 2015-2016 Budget requests: Appendixes are attached: The AEA Budget Presentation 12/14/2014.*

*In summary, the AEA requests include the shortage of space and need for an additional speech specialist at the preschool. Class sizes and work load for the elementary teachers are growing and they would like to see an increase in teacher salaries. Teacher Assistants salaries are also*

*too low, therefore, many do not stay. Full time Kindergarten Teacher Assistants are needed especially with the demands of Tools of the Mind. Art teachers would like us to consider helping improve the elementary visual arts program and to improve the scheduling issues for Art teachers. The Ottoson Middle School needs space and printers, and wants technology in their building to improve. The High School challenges include building issues, class sizes, time management for teachers, increasing professional development for teachers, and the union supports an additional house dean and an increase in compensation for the teachers.*

*Ms. Starks thanked everyone and repeated what she heard from the teachers to: Increase Teacher salaries, work on Art scheduling, and improve technology at the OMS. Ms. Susse asked the teachers which one should the committee push for due to budget tensions-- increase salaries, but also caseloads and class sizes, or decrease caseloads and class sizes -- which one should we push for?*

*Ms. Hanson mentioned how careful she needs to be by answering due to ongoing negotiations. Mr. Schlichtman suggested we look to see how other districts schedule Art in their schools.*

*The teachers are in agreement to maintain full time social workers at the schools, due to the increased enrollment and increased social-emotional problems, and for students with language based needs and finding additional support for them helps the entire staff. They also agree that more math coaches are needed. Mr. David Moore suggested have consistency with Art Teachers schedules from building to building.*

*It seems everyone feels the full time social workers and math coaches are key in supporting students and staff too. Mr. Thielman pointed out that the principals and teachers are saying the same thing which is to maintain full time social workers and to advocate for increased compensation.*

#### *FY'16 Budget Priority Discussion*

*The School Committee appreciates everyone coming and talking to discuss different priorities and to provide Dr. Bodie with their priorities.*

*The members of the committee seem to be in agreement that we are in the beginning stages of discussion of the budget and support maintaining social workers, hiring support for students, such as a school nurse, TA in classrooms, new dean, additional science teachers and preschool classroom, making sure class sizes are maintained and looking into cost of keeping middle and high school students out of directed studies, as well as looking into the achievement gap seen with low income students in association with summer reading loss. Other support desired is for essential common planning time and longer instructional days, additional crossing guards for the Hardy community and evaluating playgrounds which fall under the schools supervision.*

*Dr. Bodie said the administration will look at the funds and the needs of the schools and will continue long range planning and planning for expected increase on student enrollment. Ms. Johnson will provided projected budget and plan a reserves for the schools.*

### Superintendent's Report

*Dr. Bodie provided the committee members with the MSBA updated that we did not get Statement of Interest to rebuild Arlington High School was not accepted. Dr. Bodie will continue to speak with Rep. Garballey and others, to increase our chances of acceptance and provide information on our enrollment growth and building priorities.*

### Consent Agenda

*All items listed with an asterisk (\*) are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so request, in which event the item will be considered in its normal sequence:*

***Dr. Allison-Ampe moved to approve the Consent Agenda:***

***\* Approval of Warrant: Warrant # 15077, Dated 12/04/2014, Total Warrant Amount \$421,899.57.***

***\* Approval of draft minutes: December 4, 2014, seconded by Mr. Thielman.***

***Voted: 7-0***

### Subcommittee & Liaison Reports & Announcements

*Policies and Procedures, J. Pierce*

- *Second Read of File GCCD Domestic Violence Leave Policy*

***Mr. Pierce moved to approve the second reading of policy: GCCD Domestic Violence Leave, seconded by Mr. Hayner.***

***Voted 7-0***

### Budget

*Ms. Starks summarized the last Budget Subcommittee meeting notes and said Ms. Villano who runs the Foreign exchange students, suggested that students who request a diploma will be required to pay \$1,000.*

***Ms. Starks moved to approve the \$1,000 fee to the Foreign Exchange Visa Students who require and request a diploma, seconded by Dr. Allison-Ampe.***

***Voted: 7-0***

*Ms. Starks informed the committee that the Visual Budget has been started and Ms. Annie Lacourt and Mr. Alan Jones will continue to create data to show a story of the schools budget. Ms. Johnson explained the new proposed structure of the maintenance procedures within the Maintenance Department of the school and town buildings. Ms. Starks reported that Long Range planning meet this am and Mr. Adam Chapdelaine gave us his recommendation moving forward: FY 16 is to hold 3.5 and 7 percent and they are trying to get to slow the burn rate and pushing off the override need for another year, FY 17 still will be 7 percent Spec Ed*

*3.25% for general ed and then after that 3 and 7 percent and if we don't use the 7 percent put it in reserves.*

*Mr. Hayner spoke about our unfunded mandates on new testing requirements that negatively impact the time available for classroom instruction.*

#### *Community Relations*

*Mr. Schlichtman said he will plan a subcommittee meeting soon.*

#### *Curriculum, Instruction & Assessment & Accountability,*

*Dr. Allison-Ampe said she met with a parent concerned with the Ottoson Middle School trip to Florida, and will plan a meeting after the first of the year.*

*Dr. Allison-Ampe summarized her experience from the Learning on the Brian Conference in Boston she had attended in November.*

*Facilities, J. Thielman - no report*

#### *Special Study Group on Superintendent's Evaluation*

*Mr. Hayner meet last week and will continue to meet on the specific goals for the superintendent. Possible goals and measures for Dr. Bodie include student achievement, space issues and district website. The subcommittee will meet January 26, 2015 at 5:00 p.m. to clarify the goals and specific measures on the goals.*

*Chair, B. Hayner*

#### *Announcements*

*The committee gave a shout out for the Vigil Black Lives Matter event on Sunday.*

*Joint Subcommittee with the Human Rights Commission Committee.*

*The committee will plan a meeting soon.*

#### *Executive Session*

*None*

#### *Adjournment*

*Ms. Starks moved to adjournment at 8:51 p.m. seconded by Mr. Thielman.*

*Roll Call: unanimous*

*Respectfully submitted by*

*Karen M. Fitzgerald*

*Administrative Assistant*

*Arlington School Committee/kaa*

*Draft*

*Arlington School Committee  
School Committee Regular Meeting  
Thursday, January 8, 2015*

*6:30 PM*

*School Committee Room, 6th Floor, Arlington High School  
School Committee Room, 6th Floor  
Arlington High School  
869 Massachusetts Avenue, Arlington, MA 02476*

*Present: Mr. Hayner, Chair, Kirsi Allison-Ampe, MD, Secretary, Mr. Schlichtman, Ms. Starks, and Ms. Susse*

*Dr. Kathleen Bodie, Superintendent, Dr. Laura Chesson, Assistant Superintendent Ms. Diane Johnson, Chief Financial Officer, Mr. Rob Spiegel, Human Resource Office, Ms. Alison Elmer, Director of Special Education, Ms. Linda Hanson, AEA Representative, Ms. Karen Fitzgerald, Administrative Assistant.*

*Absent: Mr. Jeff Thielman, Vice Chair, and Mr. Pierce, and student representative*

*Ms. Diane Johnson, Chief Financial Officer, arrived at 7:01 p.m.*

*Open Meeting*

*Mr. Hayner held a moment of silence for Karen Fitzgerald's nephew, Matthew Griffin, 25 years old, Arlington High 2007 Graduate, and Curry College 2012 Graduate, who passed away December 26, 2014, from Hodgkin's Lymphoma, and for James McLaughlin, Arlington High Soccer Coach, parent of OMS student and a former AHS student, who passed away suddenly on January 3, 2015.*

*Public Participation*

*None*

*School Calendar 2015-2016 Discussion*

*Dr. Bodie presented two 2015-2016 school year calendars: Draft 1 Traditional Calendar and Draft 2 Early Bird Start. The Traditional Calendar meets all of our contractual obligations, and includes 2 Jewish holidays, and Good Friday and one professional day, which is first Monday of November. Draft 2 would require negotiations with the AEA.*

*Draft 1 is the calendar we can go forward with and tonight would be a first read and can be voted at our next meeting January 22, 2015. Last day of school for each calendar: Draft 1 June 29<sup>th</sup>, Draft 2 June 23<sup>rd</sup>. Ms. Hanson said Dr. Bodie shared the calendars a few days ago. Ms. Hanson did a quick survey of the union with 200 teachers weighing in. Draft 1 Traditional had*

*equal amounts liking it and not liking it. A small majority was interested in Draft 2, but concerns were that some people made plans already and also concern that people want to plan for things and not have surprises.*

*Ms. Susse, agreed that many parent have already made plans, but interested in us preparing a plan in future years for if Labor Day falls after Sept 4<sup>th</sup>. Ms. Starks suggested we prepare the 15/16 school year calendar and within two months after vote the 2016/17 school year calendar start date, so parents can plan two years out. Ms. Schlichtman doesn't want to discuss which calendar to much due to negotiations, but noted Lowell starts before Labor Day and this way they don't have the pressure of snow days, and would go with early bird start and would like voting calendar two years in advanced.*

*Dr. Allison-Ampe agrees not to discuss this now due to negotiations, and would like us to consider parents comments and collect reasons on the option they favor.*

*Mr. Hayner agrees to have a policy and said it would be great for the future to be in conjunction with the AEA. The union has the right to survey teachers, but any results from a survey of parents should not be discussed publicly due to negotiations.*

*Dr. Bodie said we would have to consider the Traditional Calendar tonight as a first read, since the Early Bird Start Calendar for 2015-2016 would have to be negotiated with the teachers union.*

#### *Superintendent's Report*

*Dr. Bodie said today was the first day/issue of cold day/snow day and reiterated that parents need to do what is best for their children, and decide if their child should attend school due to cold or snow issues. Any absences would be considered as excused. Dr. Bodie noted all went well today within each of the schools due to heat issues, and buses schedules too.*

#### *Consent Agenda*

***Dr. Allison-Ampe moved to accept the Consent Agenda to approve \*All items listed with an asterisk (\*) are considered to be routine and will be enacted by one motion. There will be no separate discussion on these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence: \*Approval of Warrant # 15083, dated for 12/18/2014 in the amount of \$618,826.54. and \*Approval of Minutes: None, seconded by Ms. Starks.***

***Voted 5-0, Mr. Thielman and Mr. Pierce absent***

## Subcommittee & Liaison Reports & Announcements

*Policies and Procedures, J. Pierce nothing to report*

*Budget, C. Starks, said no Budget meetings are planned and announced the SOI for schools open this Friday for AHS. Dr. Bodie said we need to go through the same process as before with the Statement of Interest of Arlington High School. We will update the enrollment information and take a vote on the priorities in early February. Ms. Johnson is currently attending the Capital Planning meeting tonight, and is also looking into submitting a Statement of Interest to the Massachusetts School Building Authority for improvements to the Stratton School as well as for AHS.*

*Dr. Bodie clarified, after being asked by Dr. Allison-Ampe, that she plans on submitting two SOI, one for Stratton and one for Arlington High School.*

*Community Relations. P. Schlichtman said he will hold a meeting January 29<sup>th</sup>.*

*Mr. Schlichtman had read on the Arlington email list the usual discussion on MBTA buses and would like to collect data if children have adequate MBTA bus service for Arlington School children. Dr. Bodie will look into this further.*

*Mr. Schlichtman said the MASC delegate assembly passed the unfunded mandate resolutions.*

*The delegate assembly passed a resolution concerning unfunded mandate legislation co-sponsored by among others, Arlington, also, passed the fingerprinting legislation ( sponsored by the resolutions committee) that seeks to shift some of the burden from school districts to DESE is similar to the mandate proposal, and would like to ask Rep. Garballey to principally sponsor these two pieces of legislation.*

***Mr. Schlichtman moved to authorize Mr. Hayner as Chair to make an official request to Representative Garballey to support the unfunded mandate legislation and fingerprinting legislation below, seconded by Dr. Allison-Ampe.***

***Voted 5-0***

### *AN ACT CONCERNING UNFUFUNDED EDUCATION MANDATES*

*SECTION 1. Add to the end of section 37 of chapter 71 of the General Laws the following:*

*Notwithstanding the foregoing or any general or special law or regulation to the contrary, it shall be the policy of the General Court to impose a moratorium on all new mandated education programs, requirements or expenses, including but not limited to, new testing requirements that negatively impact the time available for classroom instruction from the effective date of this act for a period of eighteen months or until December 31, 2016, whichever is later.*

*SECTION 2. There shall be an educational mandate task force to review existing state mandates placed on public schools and districts in the Commonwealth. The task force shall consist of 11 members: the house and senate chairs of the joint committee on education, or their designees, who shall serve as the co-chairs of the task force; a member of the general court appointed by the senate minority leader; a member of the general court appointed by the house minority leader; the commissioner of elementary and secondary education, or a designee; and 6 persons to be appointed by the secretary of education, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Association of School Superintendents, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Association of School Committees, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Association of School Business Officials, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Secondary School Administrators' Association, 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Elementary School Principals' Association, and 1 of whom shall be selected from a list of 3 persons nominated by the Massachusetts Administrators of Special Education.*

*The task force shall: (i) identify and review the state laws, regulations, and administrative directives that prescribe requirements for school districts, including those that require school districts to prepare and submit reports and data to the department of elementary and secondary education (ii) develop recommendations to streamline, consolidate, or eliminate such mandates or reporting requirements that are not fully funded.*

*The first meeting of the task force shall take place within 60 days of the effective date of this act. The task force shall file a report containing its findings and recommendations, including legislative recommendations, if any, with the clerks of the house and senate not later than 12 months following the first meeting of the task force. Prior to issuing its recommendations, the task force shall conduct at least one public hearing to receive testimony from members of the public.*

#### *AN ACT RELATING TO NATIONAL FINGERPRINT CHECKS FOR SCHOOL EMPLOYEES*

*Section 1. Section 38R of chapter 71 of the General Laws, as most recently amended by chapter 77, section 7 of the Acts of 2013, is hereby amended by adding to the end thereof the following:*

*The board of elementary and secondary education (board), in consultation with the department of criminal justice information services, shall at least every other year conduct a review of the implementation of the national fingerprint- based criminal background check, to consider reducing the regulatory burden and associated costs imposed upon school districts and the fees paid by school employees. Pursuant to such review, the board shall consider initiating a requirement that a teacher and other certified employees pursuant to section 38G as a condition of initial certification and, as necessary, recertification shall be subject to a national fingerprint-based criminal background check, which shall be provided to a school district, upon its request, that is seeking to hire said employee. The board shall file a report, within 1 year of the passage of this act, with the joint chairs of the committee on education, on the requirement linking the national fingerprint-based criminal background check to certification together with a draft of any legislation that may be necessary. The board shall at least every other year, commencing 1 year after the passage of this act, file a report and recommendations with the joint chairs of the committee on education, on its review concerning reducing the regulatory burden and associated costs due to the implementation of the national fingerprint-based criminal background check.*

*Curriculum, Instruction & Assessment & Accountability, K. Allison-Ampe nothing to report.*

*Facilities, J. Thielman, Mr. Hayner reported a meeting to be held on January 22, 2015.*

*Special Study Group on Superintendent's Evaluation Mr. Hayner said a meeting will be held on January 26, 2015.*

*Chair, B. Hayner*

#### *Announcements*

*Ms. Starks suggested to Mr. Hayner that the retreat scheduled on OML training for January be cancelled.*

*Joint Subcommittee with the Human Rights Commission committee will meet January 15, 2015. 7:30 p.m. in the School Committee room.*

#### *Executive Session*

***Mr. Schlichtman moved to enter into Executive Session at 7:02 p.m. To discuss the deployment of security personnel or devices, or strategies with respect thereto;” and to conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an a open meeting may have a detrimental effect, and to return to open session for the purpose of adjournment only, seconded by Dr. Allison-Ampe.***

***Roll Call: Ms. Susse Yes, Ms. Starks Yes, Mr. Schlichtman Yes, Dr. Allison-Ampe Yes, and Mr. Hayner Yes.***

***Voted: 5-0 Unanimous***

#### *Adjournment*

***Ms. Susse moved to adjournment at 8:49 p.m., seconded by Ms. Starks.***

***Voted: 5-0***

*Respectfully submitted by  
Karen M. Fitzgerald  
Administrative Assistant  
Arlington School Committee/kaa*

**Frequently Asked Questions Please submit to Superintendent Bodie for approval then the School Committee must approve.**

**Re: Community trip to MASC Annual Conference in Hyannis Today's Date January 21, 2015**

The MASC (Massachusetts Association of Student Councils) Annual Conference is the premier student leadership event in the state. Students and advisors will learn practical leadership skills, gain ideas for projects, and become inspired by nationally recognized speakers and leadership coaches. Students will share these benefits with other student leaders at AHS upon their return, as part of an initiative to build leadership capacity in the student body.

Q: When will the trip be?

A: March 11-13

Q: Who may go on the trip?

A: The trip will involve 8 students who are currently class officers. We will choose from among the current freshman, sophomore, and junior officers. Since the accommodations are quad rooms, there may be 4 boys and 4 girls or 8 girls.

Q: Who is leading the trip?

A: Paul McKnight, Student Council Advisor Rob Hale, Sophomore Class Advisor

Q: How much does the trip cost? How will the students travel? What is included?

A: The trip will cost \$150 for each student. We will travel by van, leaving Wednesday morning and returning before the end of the school day on Friday.

Q: What is not included in the trip cost?

A: Nothing.

Q: What is the itinerary for our time in Hyannis?

A: The conference is tightly scheduled: all meals are provided in the hotel. In-between, students attend workshops and assemblies. There is organized entertainment in the evening.

Q: I want to go! When is the money due? How will the spots be filled? How can I pay?

A: The money is due by February 15<sup>th</sup>. Spots will be filled based on interest and seniority. Checks should be made out to the AHS General Fund and given to Mr. McKnight.

Q: What if a student cannot pay?

A: The cost will be covered by the Student Council account.



## **Town of Arlington, Massachusetts**

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### **8:15 Subcommittee Reports**

#### **Summary:**

*8:15*

*Policies & Procedures, J. Pierce*

*Budget, C. Starks*

*Community Relations, P. Schlichtman*

*Curriculum, Instruction & Assessment & Accountability, K. Allison-Ampe*

*Facilities, J. Thielman*

*Special Study Group on Superintendent's Evaluation, B. Hayner*

*Chair, B. Hayner*

*Announcements*

*Joint Subcommittee with the Human Rights Commission Committee*



## Town of Arlington, Massachusetts

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### Correspondence Received:

#### Summary:

Warrant 1/8/15 # 15091

Monthly Reports as of December 23, 2014

Commissioner's Update 1/16/2015

AEF, Technology and Our Schools, email from L. Jordahl dated 1/19/2015

Traditional School Calendar 2015-2016 dated 1/22/2015

Superintendent's Newsletter, December 2014

AHS Program of Studies 1/21/2015

Enrollment data Jan 1 2015

Commissioner report Jan 2015

Budget & Revenue Task Force Meeting Save the Date Feb 2, 2015

Co-Sponsor of Racism Panel Discussion SC and Diversity Committee email.

email regarding Proposed change of start before Labor Day

EDCO Collaborative Update 1/15/2015

#### ATTACHMENTS:

Type	Description
Backup Material	Jan 1, 2015 Enrollment Numbers
Reference Material	EDCO Educational Article 1/15/2015 Collaborative Update
Reference Material	MTA Leg Package for 2015-2016

**ARLINGTON PUBLIC SCHOOLS**
**MONTHLY ENROLLMENT JANUARY 2015**

HIGH SCHOOL		MIDDLE SCHOOL		METCO	
Freshmen	309	Grade 6	399	AHS	16
Sophomores	283	Grade 7	342	Ottoson	26
Juniors	309	Grade 8	369	Bishop	11
Seniors	314			Dallin	2
				Hardy	8
				Peirce	6
				Stratton	2
<b>Total</b>	<b>1,215</b>	<b>Total</b>	<b>1,110</b>	<b>Total</b>	<b>71</b>

<b>ELEMENTARY</b>	<b>SCHOOLS</b>	<b>Bishop</b>	<b>Brackett</b>	<b>Dallin</b>	<b>Hardy</b>	<b>Peirce</b>	<b>Stratton</b>	<b>Thompson</b>	<b>Total</b>
5	Classroom #1	20	21	23	20	22	24	28	
	Classroom #2	20	23	24	19	21	20	28	
	Classroom #3	20	23	24	20		23		
	Classroom #4								
	<b>subtotal</b>	<b>60</b>	<b>67</b>	<b>71</b>	<b>59</b>	<b>43</b>	<b>67</b>	<b>56</b>	<b>423</b>
4	Classroom #1	23	21	21	24	21	22	28	
	Classroom #2	25	22	22	23	21	21	27	
	Classroom #3	23	22	22			19		
	Classroom #4		19	22					
	<b>subtotal</b>	<b>71</b>	<b>84</b>	<b>87</b>	<b>47</b>	<b>42</b>	<b>62</b>	<b>55</b>	<b>448</b>
3	Classroom #1	26	18	18	22	23	22	25	
	Classroom #2	25	22	18	23	24	21	24	
	Classroom #3	26	23	20	23		23		
	Classroom #4		23	19					
	<b>subtotal</b>	<b>77</b>	<b>86</b>	<b>75</b>	<b>68</b>	<b>47</b>	<b>66</b>	<b>49</b>	<b>468</b>
2	Classroom #1	23	21	20	23	23	23	18	
	Classroom #2	24	23	21	21	22	23	20	
	Classroom #3	23	23	20	23		23	21	
	Classroom #4							22	
	<b>subtotal</b>	<b>70</b>	<b>67</b>	<b>61</b>	<b>67</b>	<b>45</b>	<b>69</b>	<b>81</b>	<b>460</b>
1	Classroom #1	24	19	20	21	22	21	23	
	Classroom #2	24	21	20	22	22	23	23	
	Classroom #3	25	21	20	24		21	23	
	Classroom #4		21	19					
	<b>subtotal</b>	<b>73</b>	<b>82</b>	<b>79</b>	<b>67</b>	<b>44</b>	<b>65</b>	<b>69</b>	<b>479</b>
<u>Kindergarten</u>	Classroom #1	24	22	24	21	22	23	19	
	Classroom #2	23	24	25	20	22	20	20	
	Classroom #3	24	24	25	19		21	21	
	Classroom #4		25		21			21	
	<b>subtotal</b>	<b>71</b>	<b>95</b>	<b>74</b>	<b>81</b>	<b>44</b>	<b>64</b>	<b>81</b>	<b>510</b>
SLC	School Wide		<b>14</b>	<b>10</b>			<b>17</b>		<b>41</b>
<b>ELEMENTARY TOTALS</b>		<b>422</b>	<b>495</b>	<b>457</b>	<b>389</b>	<b>265</b>	<b>410</b>	<b>391</b>	<b>2,829</b>

**Please Note:** These class sizes represent data that has been generated in Power School and verified by the elementary school secretaries. Any data changes that have taken place since the secretary verified the data are not reflected on this particular sheet. This data reflects both newly enrolled students and class size adjustments as a result of students un-enrolling from our system. Dallin school data cannot be verified by the school secretary at this time. Both the middle school and high school did not complete this sheet, so although, data has been pulled from Power School by the data department, it has not been verified by the secretary of each of these schools.



**To:** EDCO Board of Directors and Advisory Council members  
**Fr:** Colleen Dolan  
**Re:** EDCO Collaborative Update  
**Date:** January 15, 2015

#### **BOARD OF DIRECTORS / ADVISORY COUNCIL**

##### **Upcoming Board of Directors' meetings:**

- ☐ March 12, 2015
- ☐ April 30, 2015
- ☐ June 4, 2015

#### **EXECUTIVE DIRECTOR'S UPDATE**

- ☐ We have received signature sheets from Belmont, Brookline, Lexington, Lincoln, Watertown, Waltham and Winchester, indicating affirmative votes for EDCO's Articles of Agreement as amended.
- ☐ EDCO is now committed to paperless Board meetings. Training in Evernote software will be provided at today's meeting.
- ☐ Wellesley Public Schools has submitted a request to withdraw from EDCO as of 6.30.2015. The Board will discuss the request at today's meeting.
- ☐ The LABBB / EDCO Transportation contract ends this fiscal year. A new RFP is in process. Please let us know asap if your district is interested in participating.

#### **SPECIAL EDUCATION PROGRAMS**

##### **Enrollment:**

	<b>FY 15 Budget</b>	<b>Actual 9.30.2014</b>	<b>Actual 11.13.2014</b>	<b>Actual 1.9.2015</b>	<b>Member / Nonmember</b>
<b>EDCO Partners</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>5 / 4</b>
<b>EDCO Deaf &amp; Hard of Hearing</b>	<b>30</b>	<b>28</b>	<b>28</b>	<b>29</b>	<b>7 / 22</b>
<b>EDCO North Crossing</b>	<b>20</b>	<b>16</b>	<b>14</b>	<b>14</b>	<b>8/6</b>
<b>EDCO 45-Day Assessment</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>2/3</b>
<b>EDCO Youth Alternative West</b>	<b>25</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1/0</b>
<b>EDCO Youth Alternative Interim</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

##### ☐ **DHH Program**

- Our students recently competed in the annual regional Gallaudet Academic Bowl, competing against 18 teams from all over New England. We took first place for the first time in several years. One of our team members, Nikolya Sereda, a senior, won most outstanding player!

## ☐ **Partners Program**

- One of our Partners seniors was accepted early decision to his first choice school, American University. This is the same young man who recently received Traveler of the Year recognition from National Geographic magazine.
- The Autism Center of MA Advocates for Children sent Program Director, Natalie Labouchere, an invitation for young adults 18-26 on the Autism Spectrum to apply for an innovative **Young Adult Leaders Fellowship** which provides opportunities to learn the professional skills needed to advocate on behalf of other youth with disabilities. The Fellowship is a partnership between Massachusetts Advocates for Children and the Institute for Community Inclusion at UMass Boston. The Young Adult Leaders Fellowship consists of one year part-time advocacy training under the supervision of the Autism Project Advocate and senior attorney. One of our 5<sup>th</sup> year students applied and was accepted for the Fellowship.

## ☐ **North Crossing Academy**

- Six students recently accompanied our science teacher and one of the school counselors to Biogen in Cambridge to visit and participate in their community lab. Biogen, as part of their corporate model of supporting science education, has built a hands-on lab for middle and high school students and opens their doors to class visits.
- Two students are enrolled in a dual enrollment program with Middlesex Community College.

## **CONTRACT PROGRAMS**

### ☐ **EDCO Youth Alternative**

- Our two guidance counselors have been working to address transition preparation for our students at EYA. Twelve students took the SATs and 10 students are dual enrolled at Bunker Hill Community College or Benjamin Franklin Institute of Technology.
- For the first time in its history, EYA has a full-time Special Educator on staff who, with general education staff, serves 11 students with IEPs.
- In addition to the special educator, we were able to add a full time school adjustment counselor to the program rather than contract for part-time social work services, as we have for many years. This counselor and program director, Ajay Trivedi, attended a 2-day Restorative Justice intensive training in preparation for full staff participation later this year. Restorative Justice is an approach to conflict resolution and mediation skill building. It came out of the criminal justice system and is being implemented in schools as an alternative to suspension and exclusion.

### ☐ **Wrentham Habilitative Services**

- Once again, the EDCO staff in the Habilitative Services program pooled their gift giving resources and collected money and gift cards to donate to families in need whose children attend Wrentham Elementary School. The program staff has been doing this for nine years. They donated over \$400 to this local elementary school.
- Several Wrentham staff members received special recognition from Judith Vaillancourt for their work with a new resident at WDC. This gentleman, non-ambulatory and behaviorally challenged, entered WDC over the summer, weighing over 400 pounds. Most of EDCO's staff was involved in this individual's treatment plan. He has now taken off considerable weight, is

ambulatory for the first time in many years and is happier and far less combative. Remarkable work in such a short period of time!

☐ **Special Education Surrogate Parent Program**

- SESPP Director, Megan Ronzio, has designed and begun implementing a mentoring program whereby experienced volunteers mentor new volunteers. The advantages to the program include support for volunteers, recognizing and valuing veteran SESP's, and supporting quality representation for students.

☐ **Massachusetts Migrant Education Program**

- Since September 1, the beginning of the program year, MMEP staff have completed annual updates of all eligible families and out of school youth through interviews with over 400 children.
- Recruiting initiatives have validated 60 new students to the program.
- ESL/Life Skill classes have commenced in Springfield and New Bedford.
- This fall the MMEP recruited around cranberry bogs, apple/pear orchards and turkey farms and processing plants, specifically the fish houses of Gloucester and New Bedford.
- Thanks to the efforts of Eric Halloran and Jim Sullivan, process upgrades allow staff to access MMEP databases using VPN technology.
- EDCO Collaborative State Migrant Program Director, Emily Hoffman, and EDCO Executive Director, Colleen Dolan, presented a workshop at the *Strategies, Opportunities and Services for Out-of-School Youth (SOSOSY) Dissemination Event*, November 20<sup>th</sup> in Clearwater, FL. The workshop, titled, *Out of School Youth Want to Learn, and You Can Teach Them*, was aimed at providing strategies and tips for adults working with out of school youth. Emily also presented a workshop on data- driven decision making for recruiters and service providers. These workshops will be repeated at the National Migrant Education Conference, being held in Seattle this upcoming March.

**BUDGET**

- ☐ An amended budget will be presented at today's Board meeting. Due to enrollment numbers less than expectation, EDCO is experiencing a \$425,000 budget deficit. The Executive Finance Committee has recommended approval of two tiers of budget cuts including staff and non-salary line items. The cuts will be expected to lead to a break-even scenario for FY15.

**ROUNDTABLES**

- ☐ Currently, twenty-six roundtables are hosted at EDCO Collaborative for administrators, teachers, and school committee members. Roundtables are held for administrators, content area educators, technology and arts professionals, and others.
- ☐ The superintendents' roundtable in December featured a presentation by Paul Ash of Lexington on how the district has closed the achievement gap for METCO students and students with disabilities.
- ☐ Assistant Superintendents and Curriculum and Instruction Supervisors from the Program Advisory Council were treated to a presentation on project-based learning conducted by Pam Bator of Weston and Jennifer Fischer Mueller of Brookline on project-based learning.
- ☐ The Math Coordinator roundtable is focusing on teaching math to students with disabilities. Recently they worked on developing appropriate, measurable, IEP goals.

### **McSWINEY CENTER FOR PROFESSIONAL LEARNING**

- ☐ Over 40 teachers participated in a teleconference on January 8 with noted history educator Sam Wineburg of Stanford University. 18 teachers came to EDCO, and 4 districts connected remotely (Belmont, Brookline, Newton and Weston). While there were some technical "opportunities for problem-solving", evaluations from the teleconference were positive.
- ☐ EDCO is partnering with Facing History and Ourselves on an online course called "Choices in Little Rock." The 1957 confrontations over the desegregation of Central High School in Little Rock, Arkansas, will serve as the focal point to explore federal and state rights, the American Constitution system, and the legacies of the Brown v. Board Supreme Court decision.

### **MASSACHUSETTS ORGANIZATION OF EDUCATION COLLABORATIVES (MOEC) UPDATE**

House bill 3938, An Act Relative to Education Collaboratives, was not approved but will be re-filed by hair Peisch this week. The bill required:

- Six geographical regions of collaboratives (now 5)
- DESE to work in partnership with collaboratives to coordinate the dissemination of information and support to districts
- Incentive points given by SBAB for projects including space for in-district and/or collaborative programs

For more information visit <https://malegislature.gov/Bills/188/House/H3938>

### **IDEAS**

- ☐ The Middle School Leadership Conference will be held on Thursday, April 16, 2015 at EDCO Collaborative.
- ☐ For more information, please visit [http://www.edcollab.org/?page\\_id=6395](http://www.edcollab.org/?page_id=6395).

### **EDUCATOR LEADERSHIP INSTITUTE (ELI)**

- ☐ ELI is a DESE approved administrative licensure program leading to Principal/Assistant Principal pre K - 12 or Supervisor/Director licensure.
- ☐ After a very extensive and aggressive recruiting season consisting of 4 information sessions and multiple follow up contacts, ELI is pleased to have 32 candidates committed to cohort 13 beginning in January, 2015.
- ☐ The 34 candidates currently in ELI cohort 12 are making very good progress in completing the new Performance Assessment for Leaders (PAL) tasks. This new requirement has been a significant challenge for the candidates and faculty. We are both pleased and impressed with the high quality of work being completed on these tasks.
- ☐ For more information, please contact David Castelline at [castellined@gmail.com](mailto:castellined@gmail.com).

### **PUBLIC POLICY**

Planning has begun for this year's legislative forum, *The Effect of Existing Mandates on School Culture and Budget*. Details coming soon.

### **ITEMS OF INTEREST**

- ☐ EDCO is now offering space for professional learning, meetings, and retreats. For information, contact Colleen Dolan at [cdolan@edcollab.org](mailto:cdolan@edcollab.org).

For more information, please visit EDCO's website at [edcollab.org](http://edcollab.org)



*McSwiney Center's first teleconference: Reading Like an Historian*

*Sam Wineburg from the Stanford History Education Group, presented via teleconference. Teachers participated from 5 locations: EDCO Collaborative, Belmont, Brookline, Newton, and Weston.*



**Moratorium on High-Stakes Testing and PARCC**

*An Act Relative to a Moratorium on High Stakes Testing and PARCC*

**Moratorium on Charters and Licensure Requirement**

*An Act Relative to Charter Schools* - Sen. Marc Pacheco (D-Taunton)

Staff Contact: Kyle Murray; [Kyle.Murray@masenate.gov](mailto:Kyle.Murray@masenate.gov)

**Language Acquisition Programs**

*An Act for Language Opportunities for Our Kids (LOOK)* - Sen. Sal DiDomenico (D-Everett) & Rep. Jeffrey Sanchez (D-Jamaica Plain)

Staff Contact for Sen. DiDomenico: Ingrid Freire; [Ingrid.Freire@masenate.gov](mailto:Ingrid.Freire@masenate.gov)

**Universal Pre-K and Mandatory Full-Day Kindergarten**

*An Act for Universal Early Education and Full-Day Kindergarten* - Sen. Sal DiDomenico (D-Everett)

Staff Contact: Ingrid Freire; [Ingrid.Freire@masenate.gov](mailto:Ingrid.Freire@masenate.gov)

**Invest in Higher Education Faculty and Staff**

*An Act to Invest in Higher Education Faculty* - Rep. Paul Mark (D-Peru)

Staff Contact: Chris Capucci; [Christopher.Capucci@mahouse.gov](mailto:Christopher.Capucci@mahouse.gov)

**Unfunded Mandates**

*An Act Establishing an Educational Mandate Task Force* - Rep. Alice Peisch (D-Wellesley)

Staff Contact: Jennie Williamson; [Jennie.Williamson@mahouse.gov](mailto:Jennie.Williamson@mahouse.gov)

**Unfunded Mandates**

*An Act Related to Unfunded Mandates on Public Schools* - Reps. Carolyn Dykema (D-Holliston) & Dan Donahue (D-Worcester)

Staff Contact for Rep. Dykema: Andrea Pessolano; [Andrea.Pessolano@mahouse.gov](mailto:Andrea.Pessolano@mahouse.gov)

Staff Contact for Rep. Donahue: Caroline Medina; [Caroline.Medina@mahouse.gov](mailto:Caroline.Medina@mahouse.gov)

**Educator Seats on the Board of Elementary and Secondary Education**

*An Act Relative to the Composition of the Board of Elementary and Secondary Education* - Sen. Ken Donnelly (D-Arlington)

Staff Contact: Leila Gentile; [Leila.Gentile@masenate.gov](mailto:Leila.Gentile@masenate.gov)

**Protection for Public Employees from Workplace Bullying**

*An Act to Protect Public Employees from Bullying* - Rep. Peter Kocot (D-Northampton)

Staff Contact: James Gay; [James.Gay@mahouse.gov](mailto:James.Gay@mahouse.gov)

**Restoration of Just Cause Standard for Terminations of Teachers**

*An Act Related to Just Cause Terminations (SD 128)* - Sen. Dan Wolf (D-Harwich)

Staff Contact: Elysse Magnotto; [Elysse.Magnotto@masenate.gov](mailto:Elysse.Magnotto@masenate.gov)

**Protection of Collective Bargaining Rights**

*An Act Promoting Collaboration at Level 4/5 Schools (HD 1129)* - Rep. Michael Brady (D-Brockton)

Staff Contact: Al DiGirolamo; [Al.DiGirolamo@mahouse.gov](mailto:Al.DiGirolamo@mahouse.gov)

**Eliminate the Fee for Fingerprinting**

*An Act Relative to National Background Check Fees* - Rep. Tom Stanley (D-Waltham)

Staff Contact: Mark Phillips; [Mark.Phillips@mahouse.gov](mailto:Mark.Phillips@mahouse.gov)

**Public Employee Right to Strike**

*An Act to Further Regulate the Right to Strike of Public Employees (HD 386)* - Rep. Byron Rushing (D-Boston)

Staff Contact: Dave VanderWoude; [David.VanderWoude@mahouse.gov](mailto:David.VanderWoude@mahouse.gov)

**Living Wage for State Employees and State Contractors**

*An Act Creating a Living Wage for Employees and Contracted Employees of the Commonwealth* - Rep. Dave Rogers (D-Cambridge)

Staff Contact: Michael Allen; [Michael.Allen@mahouse.gov](mailto:Michael.Allen@mahouse.gov)

**Increase the Cost of Living (COLA) for Retirees**

*An Act Relative to Increasing the COLA Base* - Rep. Sean Garballey (D-Arlington)

Staff Contact: John Rosenberry; [John.Rosenberry@mahouse.gov](mailto:John.Rosenberry@mahouse.gov)

## **The MTA Legislative Package for 2015-16**

### **The Schools our Children Deserve**

#### **Moratorium on High-Stakes Testing and PARCC**

*An Act Relative to a Moratorium on High Stakes Testing and PARCC*

- Three year moratorium on the use of PARCC.
- Three year moratorium on the use of standardized testing to determine:
  - High school graduation
  - Evaluation of teachers
  - Assessing performance of schools or districts
- Establishes a task force of stakeholders to meet during the first 18 months to measure the use of standardized tests as a high school graduation requirement, in evaluating educators, and in assessing schools and districts against the paramount goal laid out in the Education Reform Act of 1993. Six statewide hearings will be held with a report issued at the end of this period.

#### **Moratorium on Charters and Licensure Requirement**

*An Act Relative to Charter Schools - Sen. Marc Pacheco (D-Taunton)*

- Requires all teachers hired by commonwealth charter schools to obtain a teaching license.
- Places a three-year moratorium on charter school expansion.

*Staff Contact:* Kyle Murray; [Kyle.Murray@masenate.gov](mailto:Kyle.Murray@masenate.gov)

#### **Language Acquisition Programs**

*An Act for Language Opportunities for Our Kids (LOOK) - Sen. Sal DiDomenico (D-Everett) & Rep. Jeffrey Sanchez (D-Jamaica Plain)*

- Updates law to encompass the latest in academic research and best practices in public schools serving English language learners and allows all districts to choose high quality, alternate Language Acquisition Programs based on the needs of students, in addition to Sheltered English Immersion.
- Encourages parent involvement in selecting, advocating for and participating in English learner programs.
- Recognizes the value of bilingualism and biliteracy skills by establishing a state Seal of Biliteracy, which districts can award to high school graduates who demonstrate proficiency in two or more languages.
- Requires no major changes to existing programs or initiatives, such as RETELL, currently underway by the Department of Elementary and Secondary Education.

*Staff Contact for Sen. DiDomenico:* Ingrid Freire; [Ingrid.Freire@masenate.gov](mailto:Ingrid.Freire@masenate.gov)

#### **Universal Pre-K and Mandatory Full-Day Kindergarten**

*An Act for Universal Early Education and Full-Day Kindergarten - Sen. Sal DiDomenico (D-Everett)*

- Requires the Board of Early Education and Care to establish a fully-funded early education program for all three and four year olds in the Commonwealth; five days a week, year-round. The program would be phased in, first in low-income districts, and fully established and fully funded by September 1, 2020, and would require all early education teachers to be licensed by 2020.
- Requires all children to attend a full-day kindergarten.

*Staff Contact:* Ingrid Freire; [Ingrid.Freire@masenate.gov](mailto:Ingrid.Freire@masenate.gov)

### **Invest in Higher Education Faculty and Staff**

*An Act to Invest in Higher Education Faculty* - Rep. Paul Mark (D-Peru)

- Increases the number of undergraduate courses taught by full time tenure and tenure-track faculty at public higher education institutions to at least 75%.
- Increases per course pay for adjuncts so compensation is in line with full time non-tenure track faculty.
- Adjuncts who work halftime based on a cumulative workload at one or more public higher education institutions would be eligible for the same healthcare and pension benefits as tenure-track faculty members
- Adjuncts to receive consideration for teaching assignments and tenure-track positions.

*Staff Contact:* Chris Capucci; [Christopher.Capucci@mahouse.gov](mailto:Christopher.Capucci@mahouse.gov)

### **Unfunded Mandates**

*1) An Act Establishing an Educational Mandate Task Force* - Rep. Alice Peisch (D-Wellesley)

Sets up an educational mandate task force to review existing state mandates on public schools and districts and to develop recommendations to streamline, consolidate, or eliminate such mandates or reporting requirements. Re-file of H3722 from the 2013-2014 Session.

*Staff Contact:* Jennie Williamson; [Jennie.Williamson@mahouse.gov](mailto:Jennie.Williamson@mahouse.gov)

*2) An Act Related to Unfunded Mandates on Public Schools* - Reps. Carolyn Dykema (D-Holliston) & Dan Donahue (D-Worcester)

Requires DESE to conduct an analysis of all new state laws, regulations, or administrative directives; including:  
-the cost these laws and directives have on school districts and its employees and,  
-the impact they have on time on learning in the classroom and overall impact on improving student achievement.

*Staff Contact for Rep. Dykema:* Andrea Pessolano; [Andrea.Pessolano@mahouse.gov](mailto:Andrea.Pessolano@mahouse.gov)

*Staff Contact for Rep. Donahue:* Caroline Medina; [Caroline.Medina@mahouse.gov](mailto:Caroline.Medina@mahouse.gov)

## **Amplify and Protect Educators' Voices**

### **Educator Seats on the Board of Elementary and Secondary Education**

*An Act Relative to the Composition of the Board of Elementary and Secondary Education* - Sen. Ken Donnelly (D-Arlington)

Adds two teacher representatives to the Board of Elementary and Secondary Education chosen by the Governor - one from a list of three teacher representatives submitted by the Massachusetts Teachers Association and one from a list of three teacher representatives submitted by the American Federation of Teachers/Massachusetts.

*Staff Contact:* Leila Gentile; [Leila.Gentile@masenate.gov](mailto:Leila.Gentile@masenate.gov)

### **Protection for Public Employees from Workplace Bullying**

*An Act to Protect Public Employees from Bullying* - Rep. Peter Kocot (D-Northampton)

- Prohibits public employers from creating or maintaining an abusive work environment (workplace bullying) and allows affected public employees to obtain legal remedies not currently available.
- Also, protects public employees from hostile work environments created by others in the workplace, including, for example, in schools, from students, parents or other non-school employees. The public employer would be required to respond to allegations of bullying and to take actions to address such situations.

*Staff Contact:* James Gay; [James.Gay@mahouse.gov](mailto:James.Gay@mahouse.gov)

**Restoration of Just Cause Standard for Terminations of Teachers**

*An Act Related to Just Cause Terminations (SD 128)* - Sen. Dan Wolf (D-Harwich)

Re-establishes the "just cause" standard in dismissal cases for teachers, consistent with the legislative intent and over 20 years of case law which was undone by the 2014 SJC decision (*Lexington v. Zagaeski*).

Staff Contact: Elysse Magnotto; [Elysse.Magnotto@masenate.gov](mailto:Elysse.Magnotto@masenate.gov)

**Protection of Collective Bargaining Rights**

*An Act Promoting Collaboration at Level 4/5 Schools (HD 1129)* - Rep. Michael Brady (D-Brockton)

Maintains the employment rights within the district for teachers who are transferred from turnaround schools.

Staff Contact: Al DiGirolamo; [Al.DiGirolamo@mahouse.gov](mailto:Al.DiGirolamo@mahouse.gov)

**Eliminate the Fee for Fingerprinting**

*An Act Relative to National Background Check Fees* - Rep. Tom Stanley (D-Waltham)

Eliminates the fee paid by public school employees to cover the cost of the national background check and would allow employee to deduct the amount of this fee from their next educator licensure renewal.

Employees or retired employees who paid the fee and are not subject to educator licensure renewal shall be reimbursed from the state.

Staff Contact: Mark Phillips; [Mark.Phillips@mahouse.gov](mailto:Mark.Phillips@mahouse.gov)

**Public Employee Right to Strike**

*An Act to Further Regulate the Right to Strike of Public Employees (HD 386)* - Rep. Byron Rushing (D-Boston)

Amends the current law by allowing public employees the right to strike free from interference, restraint or coercion should the Department of Labor Relations determine the action of the public employees has been caused in whole or in part by unfair labor practices committed by the employer.

Staff Contact: Dave VanderWoude; [David.VanderWoude@mahouse.gov](mailto:David.VanderWoude@mahouse.gov)

**The Well-Being of Educators, Families and our Communities****Living Wage for State Employees and State Contractors**

*An Act Creating a Living Wage for Employees and Contracted Employees of the Commonwealth* - Rep. Dave Rogers (D-Cambridge)

Creates a living wage of \$15 per hour for employees of the Commonwealth and its contractors/subcontractors, and includes indexing for inflation and enforcement provisions based on both the Massachusetts minimum wage and Boston's living wage ordinance.

Staff Contact: Michael Allen; [Michael.Allen@mahouse.gov](mailto:Michael.Allen@mahouse.gov)

**Increase the Cost of Living (COLA) for Retirees**

*An Act Relative to Increasing the COLA Base* - Rep. Sean Garballey (D-Arlington)

Increases the current base used to calculate the annual cost of living adjustment for retirees of the MTRS and MSPS from 3% of \$13,000 to 3% of \$16,000.

Staff Contact: John Rosenberry; [John.Rosenberry@mahouse.gov](mailto:John.Rosenberry@mahouse.gov)